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ABSTRACT

This guidebook is designed to provide current, detailed information on effective literacy practices. The National Adult Literacy Project's program survey design is described in Chapter 1, with a summary of results from a sample of 213 programs. Chapter 2 focuses on the program selection and onsite interview process, from which the portraits of 31 field sites contained in this section were derived. These sites were categorized in six organizational sectors: state/local education agency, employment and training, community based, corrections, military, and postsecondary. The content of chapter 3 synthesizes the survey and field site results. Eight program components are described in detail: student recruitment, orientation, counseling, diagnostic testing, instructional methods and materials, assessment, followup, and program evaluation. Several of these sections contain bibliographies. In chapter 4, the role of the program director as leader and manager is elaborated, including developing program philosophy, budgeting and fundraising, finding facilities, developing staff, and using volunteers. A final statement summarizes the perspective that has emerged and its implications for literacy education and research. Appendixes include an index of survey respondents, interview guides and forms, a list of programs visited, statistical analyses, and a bibliography. (SK)

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# GUIDEBOOK FOR EFFECTIVE LITERACY PRACTICE

## 1983 - 1984

The NETWORK, Inc.

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THE NATIONAL ADULT LITERACY PROJECT

A JOINT PROJECT OF

Far West Laboratory & The NETWORK, Inc.

CE 041 179

# GUIDEBOOK FOR EFFECTIVE LITERACY PRACTICE

## 1983 - 1984

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Second, we are grateful to the National Institute of Education and the United States Department of Education for funding this project. In particular, we thank our Project Officer, Michael Brunner, who provided guidance and support throughout.

Next, we are grateful to NALP's policy group of experts and scholars who contributed to the accuracy and the direction of our work. Their knowledge of the literacy field served as a foundation for NALP.

Finally, we thank The NETWORK and Far West Laboratory staff who remained dedicated to the mission of the Project and produced an inordinate amount of distinctive work.

# INTRODUCTION

In 1983, the Secretary's Initiative on Adult Literacy called new national attention to literacy training and development. As a result, the National Adult Literacy Project (NALP) was charged with an important mission:

- to increase public awareness of illiteracy;
- to promote cooperation and collaboration between the public and private sectors to provide literacy instruction to adults in need; and
- to improve literacy instruction and practice by disseminating the most current, relevant information available to literacy practitioners.

The last mission statement became the main thrust of activity for NALP staff and resulted in the production of this Guidebook.

The Guidebook is designed to provide the reader with the most current, state of the art, information on effective literacy practices. To accomplish this, NALP staff were faced with some hard choices regarding what kinds of information to emphasize. First, because of the timeframe of NALP in combination with the need to control the depth and breadth of the information gathered, we made the decision to examine literacy programs in six organizational sectors (e.g., State/LEA, Employment and Training, Community Based, Corrections, Military, and Postsecondary) including various types of program offerings (i.e., Basic Skills Education, English as a Second Language, GED Preparation, Vocational, etc.). Therefore, the reader is not presented with a major section on English as a Second Language programs, for example. Rather, information about English as a Second Language as a type of program offering is described when appropriate. Indeed, NALP staff recognize that English as a Second Language programs are so extensive that to adequately portray them would require a separate study beyond the scope of NALP. In addition to our emphasis on literacy programs in six organizational sectors, we also chose to feature an in-depth examination of program components: recruitment, orientation, counseling, diagnostic testing, instructional methods and materials, assessment of learners, follow-up, and program evaluation.

The second hard choice involved reducing the number of program illustrations cited in the Guidebook. Selecting one representative illustration (i.e., a unique yearly recruitment plan) from the total program sample was very difficult because in some cases we had multiple examples. When program illustrations are presented, the reader is provided with the actual program name. We believe the program's unique procedure or strategy cited deserves recognition. Otherwise, in the general text, program ancnymity is protected. We refer to individual programs by their organizational sector (i.e., corrections, military, etc.) and by their geographic location. With this explanation as background, we follow with a description of the content of the Guidebook.

The book begins, in Chapter 1, with a description of NALP's information gathering plan. The first part of the plan focuses upon the national survey. The reader is acquainted with the survey design and implementation. Next, the results of the survey are discussed.

Chapter 2 focuses on the second part of the information gathering plan -- field sites. A description of the program selection process and the on-site interview procedures are presented as a prelude to the introduction of the actual program portraits within the six organizational sectors.

The combination of the national survey data and the introduction of the thirty-one field site programs sets the stage for Chapter 3, the presentation of findings on eight program components: recruitment, orientation, counseling, diagnostic testing, instructional methods and materials, assessment of learners, follow up, and program evaluation. Each program component section is comprised of critical elements that were gleaned from all programs across organizational sectors.

Playing Dual Roles: The Program Director as Leader and Manager, Chapter 4, builds upon the previous chapter by elucidating the complexity of the role of a program director. In the leadership section, developing a clear program philosophy and imparting it to others is described. In the managerial section, struggling with shrinking budgets, fund raising, and finding adequate program facilities inform the reader about some of the daily problems directors must solve. The chapter concludes with how directors seek program excellence through clearly articulated staff development programs. As a postscript we provide some practical considerations on the use of volunteers and how they need to be incorporated into the staff development plan.

Finally, we leave the reader with a concluding statement that moves beyond the previous chapters by illuminating the lingering questions our investigation has uncovered.

# CHAPTER 1.

# NATIONAL ADULT LITERACY PROGRAM SURVEY

# CHAPTER 1: THE NATIONAL LITERACY PROGRAM SURVEY

## INFORMATION GATHERING PLAN: AN INTRODUCTION

Although the focus of this chapter is on the national program survey, which was phase one of the Information Gathering Plan, it is important first to explain the unique strategies that represent the foundation of the plan. Because literacy training extends beyond traditional adult basic education, we decided to investigate programs in non-traditional settings. Therefore, six organizational sectors were selected: State/LEA adult basic education, employment and training, corrections, community based, military, and postsecondary institutions[1]. Collecting information from a wide array of literacy programs made our approach unique and the data we gathered varied and unusual.

However, the organizational sector design was only part of our unique approach. We also wanted to learn more about the different parts of literacy programs and how they contribute to successful programs. So we decided to examine eight programmatic components: recruitment, orientation, counseling, diagnostic testing, instructional methods and materials, assessment of learners, follow up, and program evaluation. The combination of these two strategies allowed us to simultaneously examine the depth and breadth of different kinds of literacy programs across the United States.

---

[1] We defined organizational sector as an institutional base through which literacy services are delivered.

With this as our foundation we designed a procedural plan that incorporated a national literacy program survey with indepth field site visits. In the following section, we will concentrate on the national literacy program survey. Several topics will be presented: a description of the program nomination process, the program survey design, and the results of the national survey.

## PROGRAM NOMINATION PROCESS

In order to reach as many literacy programs as possible within the six organizational sectors, we began by identifying a list of literacy experts and practitioners that could help us locate programs. Besides NALP's Policy Group and Senior Experts, members of the federal Division of Adult Education Services, all state directors, and members of the Coalition for Literacy were identified. Later, a list of individuals from the voluntary resettlement agencies and state corrections institutions were added.

After compiling this extensive list, we mailed a letter and nomination form to all experts. (See Appendix 2 for sample forms). Basically, we offered the following broad guidelines to help our nominators identify "promising practices":

1. Programs that are known for their success in one, some, or all of thse areas: recruitment, retention, and results (however measured).

2. Taking a holistic programmatic view, programs that deserve emulation in general.

3. Programs that are especially strong in one or more of the following program components, e.g., orientation and counseling, diagnostic testing, instructional methods and materials, assessment of learners, follow-up and program evaluation.

We received a high return on our nomination forms -- a total of 335. We attribute our high return rate to several aggressive follow up strategies: postcard reminders were periodically sent to those not responding; telephone calls to those who did not respond to the postcard reminders were also made; telephone calls to individuals in sectors with low response rates were made.

| | |
|---|---|
| State/Local Education Agencies | 130 |
| Community Based Programs | 93 |
| Employment and Training Programs | 50 |
| Corrections Programs | 15 |
| Military Programs | 15 |
| Postsecondary Programs | 32 |
| | 335 |

Program Nominations by Sector -- March 23, 1984

Then NALP prepared for the second part of the survey plan -- designing and sending surveys to all nominated programs.

## PROGRAM SURVEY DESIGN

Our intention was to create a survey that would provide us with both general and, in some parts, specific information about literacy programs. Because literacy programs would be describing themselves on "paper", we tried to make the format easy to read, follow, and fill out. The survey (see Appendix 2 for survey letter and form) is designed to elicit information about the following topics:

- program statistics
- learner demographics
- program operations
- program components
- retention
- indicators of success
- instructional materials.

NALP began mailing program information surveys in February 1984. The packet to programs included a letter of introduction, the program survey, a checklist of program materials, return envelopes and stamps, and a postcard which respondents could use to indicate the date they would return the survey. Approximately 225 program surveys were returned out of the 335 nominated programs contacted. (See Appendix 1 for a comprehensive list of literacy programs.) Response to the survey was outstanding. Postcards began arriving within four days of the first mailing of packets. Telephone calls from program directors conveyed enthusiasm and eagerness to participate. The majority of programs returned their survey with extensive samples of such items as instructional materials, brochures, articles about their program, student worksheets, recordkeeping forms, and tutor inservice guides.

An extensive recordkeeping and filing system was designed and implemented by NALP staff to monitor the flow of survey mailings, and the filing, by sector, of literacy program surveys and materials received. Our recordkeeping system also served as an accurate log for follow up to those programs slow to respond.

The following section presents the significant findings of the national survey.

## RESULTS OF THE NATIONAL SURVEY

### Introduction

This section highlights the results from the national survey of adult literacy programs from across the United States. Information from 213 programs was analyzed by computer to identify the typical characteristics of adult literacy programs. In addition, differences among these programs in terms of their services, funding sources, retention problems, and student populations were explored.

The sample of 213 programs includes all responses to the National Adult Literacy Project Questionnaire received by the end of July, 1984. The requirements of data entry and data analysis necessitated this cut-off date.

All of the comparisons among programs described in this chapter are statistically significant at the .05 level. This means that all of the differences are large enough that we can be 95% confident they accurately reflect trends of real differences among the programs and are not a chance occurrence. Detailed information about the statistical tests used and exact results obtained are found in Appendix 4: Technical Appendices at the end of the Guidebook. However, we caution the reader about the interpretation of the following statistics as trends and not as concrete evidence because this effort was not an empirical research study.

A summary of the major survey trends is found in the chart below. The following sections describe in greater detail each of the major categories presented.

---

## MAJOR SURVEY TRENDS

### General Characteristics

- 45% of programs surveyed are located in the eastern United States.
- 45% of programs surveyed are in an urban environment.

- 42% of programs surveyed have students 30 years of age or older.

- 53% of programs surveyed report that students read at the 4-7 reading level upon entry.

Program Characteristics

- 86% of programs surveyed teach basic skills education.

- 68% of programs surveyed teach English as a Second Language.

- 62% of programs surveyed teach GED Preparation.

- 80% of programs surveyed provide preservice and inservice training for staff.

- 35% of programs surveyed cite that teaching methods is their first priority.

- 65% of programs surveyed are open 12 months a year.

Differences Among Programs By Organizational Sector

- 33% of programs surveyed are from the State/LEA sector.

- 29% of programs surveyed are from the community based sector.

- 50% of community-based programs surveyed report serving students at the 0-3 reading level.

- 83% of programs surveyed list more than one funding source.

- Programs with multiple funding sources (5 or more) are open more days per week (5.5 days).

Programs With Students at the 0-3 Reading Level

- 23% of programs surveyed report serving only the 0-3 reading level.

- 50% of programs surveyed targeted to only nonreaders are community based programs.

### Programs With Students at the 4-7 Reading Level

- 39% of programs surveyed only serve students at the 4-7 reading level.

- 50% of programs surveyed targeted only to students at the 4-7 reading level are State/LEA programs.

---

## GENERAL CHARACTERISTICS OF ADULT LITERACY PROGRAMS

### Location of Programs

As Figure 1 illustrates, 45% of programs surveyed are located in the eastern part of the United States. Another 20% of the programs that returned the survey are in the north central section of the country. The small proportion of programs (3%) included in the "other" category are found in Hawaii, Puerto Rico, or the Virgin Islands.

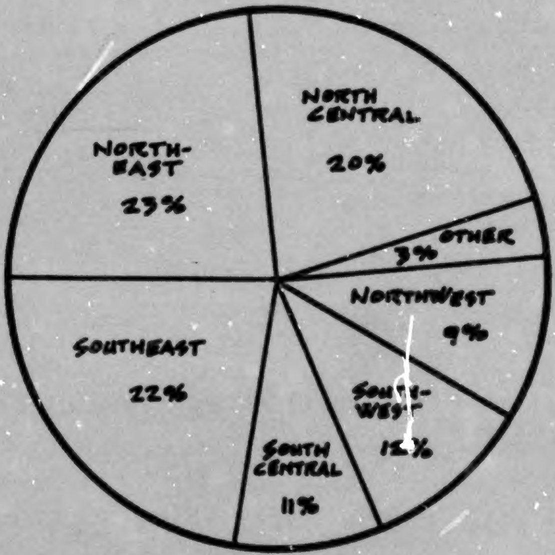

Figure 1. Geographic Location of Adult Literacy Programs (n = 213)

Although every attempt was made to identify adult literacy programs across the country, the concentration of programs appears to be in large urban areas. This finding is supported by the survey data on geographic location of programs discussed above and by direct questions about the program sites. When asked to describe the program setting as urban, rural, or suburban, 45% of the respondents indicated that their programs operated only in an urban environment. Another 17% of the programs are located in urban as well as suburban and/or rural settings (see Figure 2).

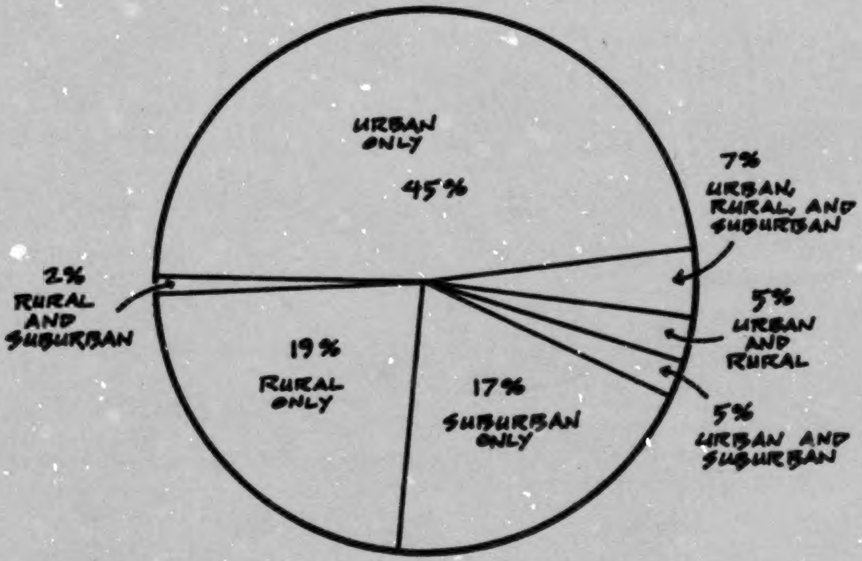

Figure 2. Setting of Adult Literacy Programs (n = 206)

## Student Population

Age: Information about students' ages was obtained from 193 of the literacy programs. In 42% of these programs, most students are older than 30 years of age. Only 9% of the programs teach students whose average age is between 16 and 20 years (see Figure 3). These results suggest that there are fewer young students in literacy programs than might be expected.

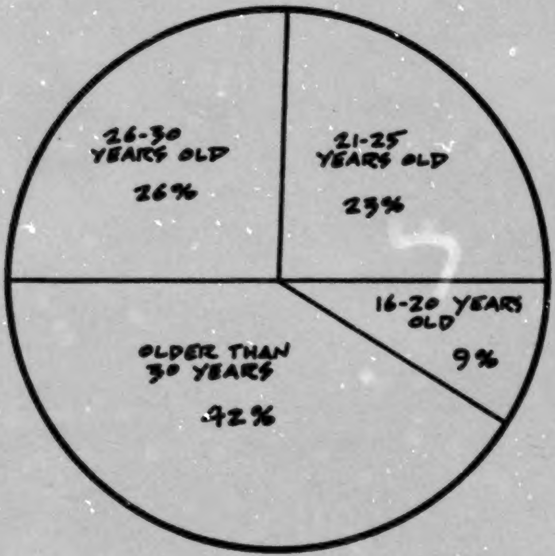

Figure 3. Average Age of Students in Adult Literacy Programs (n = 193)

Gender: The student population among the programs surveyed is 49.5% male. Although the average proportion of male students among all programs is nearly one-half, the actual percentage of male students ranges from 0-100%. While programs from military sites are predominately male (80%), these are not the only programs with a large male population. Of the 43 programs where 75% or more of the students are male, one third (n=15) are programs in correction facilities and one fifth (n=9) are community based programs. Only fourteen programs have 25% or fewer male students. Of these fourteen sites, half are either State/LEA (n=3) or community based (n=4) programs.

Reading Level of Students. The majority of programs (53%) report that their students can read at the fourth to seventh grade level upon entry; a smaller proportion of students (35%) read at less than a fourth grade level (see Figure 4). Since respondents could

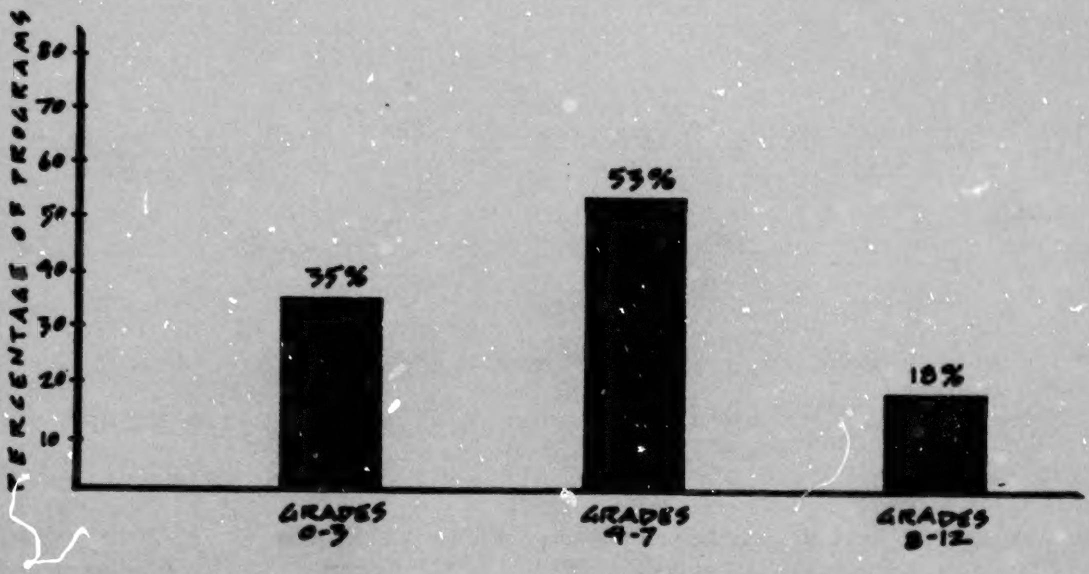

Figure 4. Reading level of Students at Program Entry (n=213)

select more than one reading level to describe their students, the proportions in Figure 4 total more than 100%. When we separate these categories into finer distinctions, we see that 39% of the programs only serve students who read at the fourth to seventh grade level, while 23% only have students at the 0-3 grade level (see Figure 5).

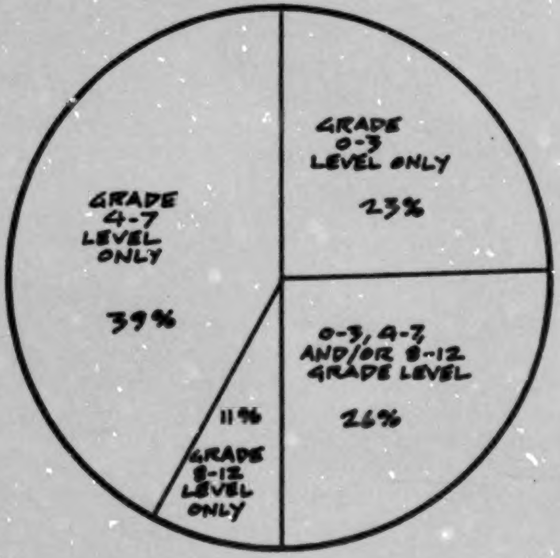

Figure 5. Proportion of Programs Teaching Students at Different Reading Levels (N = 206)

Number of Students: The adult literacy programs in this sample have an average of 2,429 students, with a maximum of 70,000 and a minimum of 9 students per program. Responses from state programs and large urban programs with several satellite sites produced this wide range in program size. This wide range is also seen within each sector. For example, while programs in military sites tend to have the highest average number of students (4,725), the actual number of students ranges from 130 to 30,000 among the nine military programs surveyed. Similarly, although the average size of the programs in the employment and training sector is the smallest (970), the size of programs in this sector ranges from 9 to 7,000 students. Thus, regardless of organizational sector, programs differ widely in the number of students enrolled. In this sample, an average of 1,160 students complete their literacy programs. This figure ranges from 3 to 30,000 students per program, taking into account that some programs reported state or city-wide figures.

## PROGRAM CHARACTERISTICS

Types of Curricula: Most (86%) of the adult literacy programs surveyed indicate that they teach basic skills as part of their overall program services. A large proportion of programs also teach English as a Second Language (68%) and GED Preparation (62%). The proportion of programs teaching various curriculum components of adult literacy is presented in Figure 6.

It is obvious by the large percentages in Figure 6 that most programs are described by more than one label. Indeed, few programs serve only one purpose. For example, only 5% of the respondents described their programs as teaching English as a Second Language exclusively; 7% of the programs were described as basic skills only. Less than one percent of the programs are considered only GED preparation, alternative high school, job training, or vocational programs. In contrast, 94% of the programs teach a combination of skills that include English as a

Second Language, GED preparation and/or basic skills. These results suggest that programs are trying to meet the needs of a diverse group of adult learners.

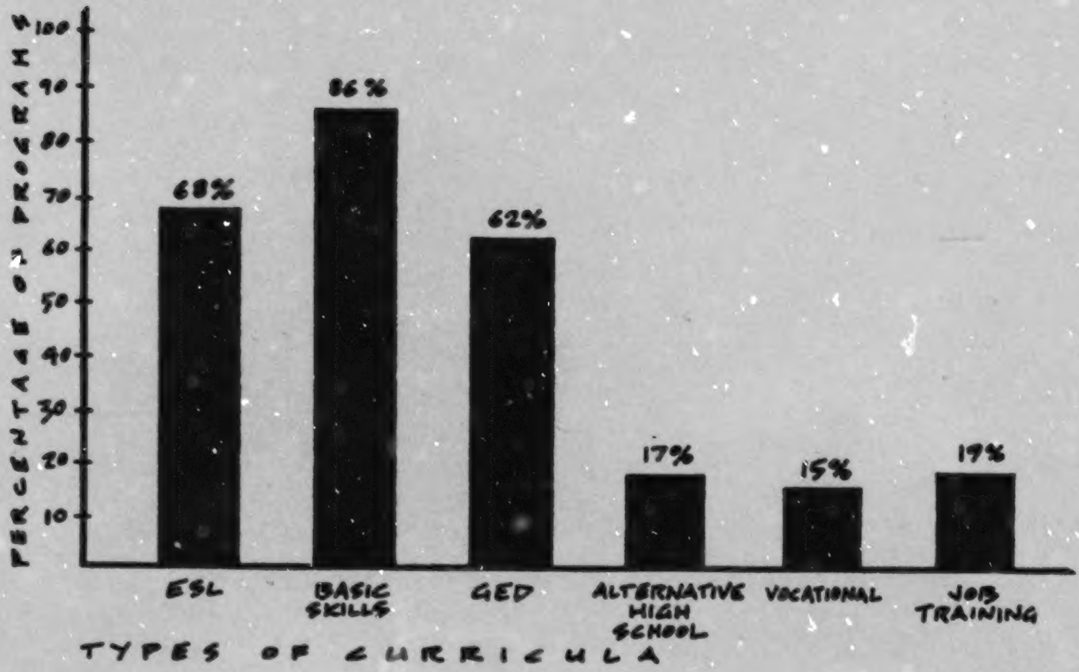

Figure 6. Proportion of Programs Offering Different Curricula (n = 213)

Teacher Training: The majority of programs (80%) provide both preservice and inservice training for their staff. In contrast, 5% offer only preservice traning and 15% provide only inservice training. However, it is important to keep in mind that the term "inservice training" may encompass a wide variety of activities. For example, some programs may view weekly staff meetings as inservice training, while others may limit its meaning to special workshops or classes. Since a specific definition of inservice training was not stated in the survey question, the percentage of programs providing this type of training may be somewhat inflated.

Program Components. The majority of programs surveyed incorporate multi-dimensional features of adult literacy programs. More than 90% of the programs stress diagnostic testing, instructional methods and materials, assessment of learners, follow-up, and program evaluation.

When asked to indicate the most important feature of their program, 35% of the respondents cited teaching methods as their first priority. As seen in Figure 7, recruiting students is also a high priority for a large proportion (25%) of programs. To our surprise, only 2% of programs surveyed rated either measuring student progress or program evaluation as a first priority.

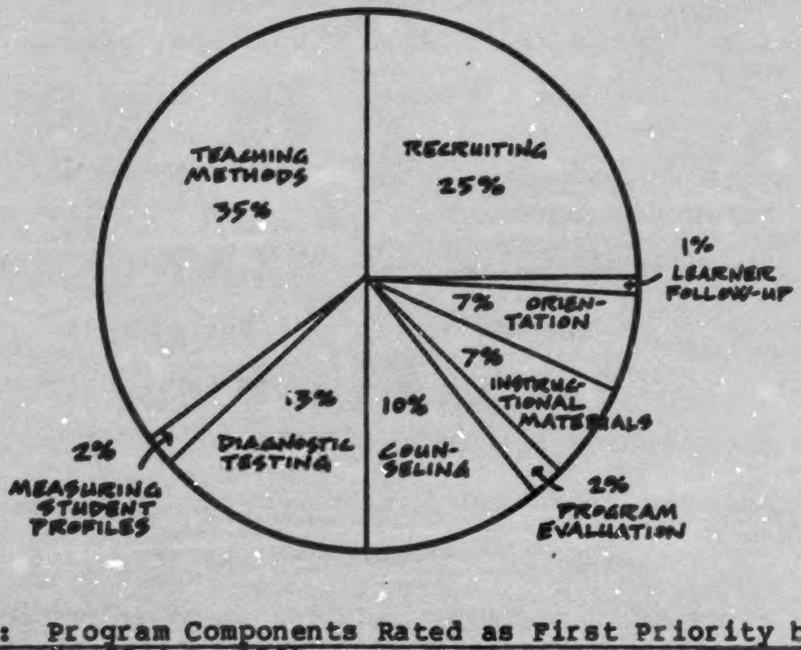

Figure 7: Program Components Rated as First Priority by Program Staff (n = 196)

Operating Schedule: A large percentage (65%) of adult literacy programs are open a full twelve months a year, while only 5% operate fewer than nine months. Most adult literacy programs (65%) teach classes five days per week. Although 14% of the programs surveyed are open six or seven days, there is also a moderate percentage of programs (22%) that operate four days a week or less.

Only 163 of the survey respondents gave information about the number of hours per day that their programs are open. Of this subset, 48% of the programs operate less than eight hours per day, while 21% are open 12-15 hours a day. Although a program that is open twelve hours a day clearly has an extended operating schedule, it is important to keep in mind that information about evening hours cannot be reliably inferred from these tallies of total program hours. For example, one program that is open eight hours a day may run classes from 9 a.m. to 5 p.m., while another program open the same total number of hours may have classes from 9 a.m. to 1 p.m. and from 5 p.m. to 9 p.m.

Cost per Students: Program staff report that it costs an average of $297 per student to operate their facilities. This figure ranges from $2 to $3,500 among the 118 programs that responded to this question, suggesting that programs may have used widely different approaches in calculating their costs. For example, some programs may have included administrative costs, while others based their estimates solely on teachers' salaries and the cost of materials. Given the unusually wide variation in costs among these programs, coupled with the fact that this information was not available for nearly half of the sample, these results cannot be interpreted with confidence.

## DIFFERENCES AMONG PROGRAMS BY ORGANIZATIONAL SECTORS

A third of the programs in this sample are State/LEA's, 29% are community based, and 13% are postsecondary programs (see Figure 8). Fewer surveys were received from employment and training, corrections, and military programs than from the other organizational sectors.

It is important to keep in mind the small percentage of military programs represented in this sample (only nine actual programs). Therefore, generalizations about adult literacy programs at military sites should not be made on the basis of these data alone. The low response rate from military programs may be due, in part, to the difficulty in identifying the key people involved with these programs. Unlike corrections or State/LEA programs, the names of military program staff are not usually available in published directories.

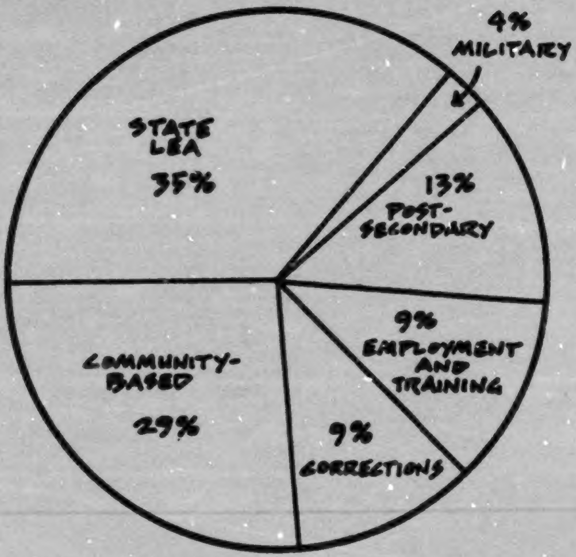

Figure 8: Percentage of Programs from each Organizational Sector (N = 213)

Types of Curricula: Courses in basic skills are taught in somewhat smaller proportion in employment and training and community based programs than by programs in other sectors. Ninety percent or more of the State/LEA, corrections, and postsecondary programs offer courses in basic skills, while 65% of the employment and training and 77% of the community based programs teach basic skills. Community based programs, along with programs at military sites, are also less likely to offer GED preparation than are programs in other sectors (see Figure 9).

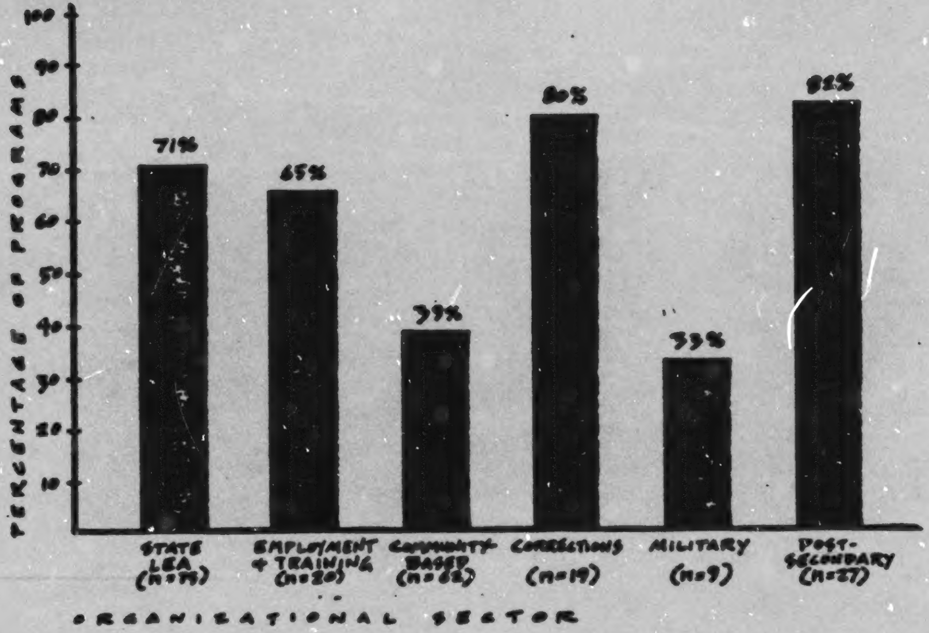

Figure 9. Proportion of Programs in each Sector Teaching GED Preparation

Reading Level of Students: Half of the community based literacy programs have at least some students who read at the 0-3 grade level. State/LEA, corrections, and postsecondary programs also report a moderate proportion of beginning readers among their students. In contrast, only one of the military sites and one employment and training program teach students who read at this level (see Figure 10). These differences can be explained by the requirements of the programs in these two sectors. For example, the military now requires a high school diploma or GED certificate, so that few students in their literacy classes should read at the 0-3 grade level. Similarly, employment and training programs usually take students who read at the eighth grade level.

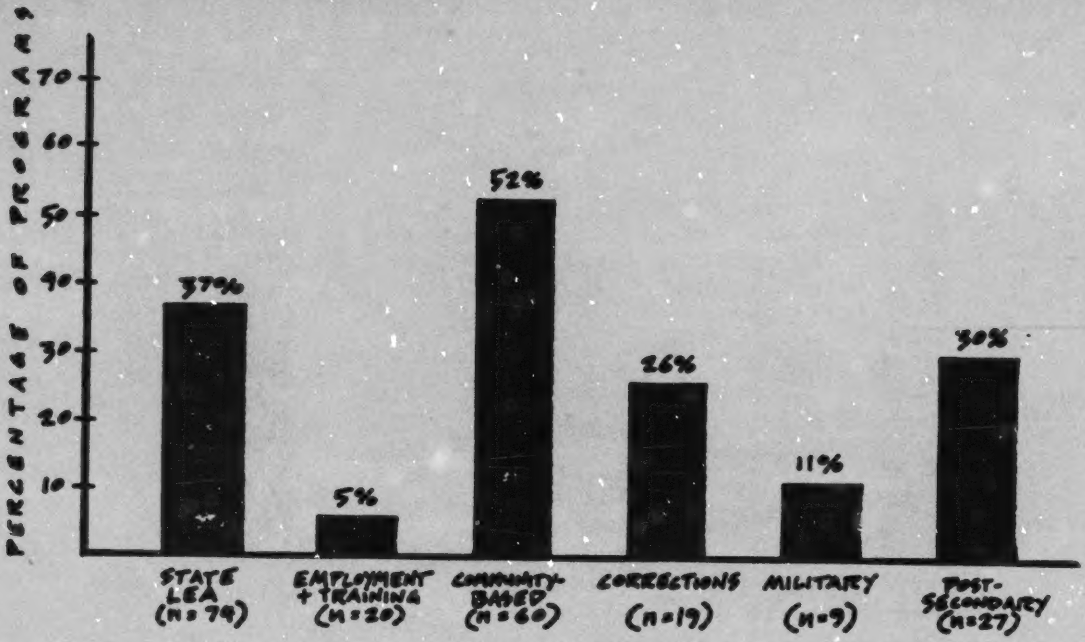

Figure 10: Proportion of Programs with Students at the 0-3 Level

### Funding Sources

The majority of programs (83%) list more than one source of funding (see Figure 11). The most frequent combinations cited are (a) local, state, and federal funding (20% of programs) and (b) federal and state funding (16% of program). No other combination of funding sources was reported by more than 10% of the sample. These results suggest that adult literacy programs determine their own proportion of funding required from each funding source. However, it is also important to keep in mind that the distinction between funding sources may not always be clear, as when federal funds are disbursed though local agencies.

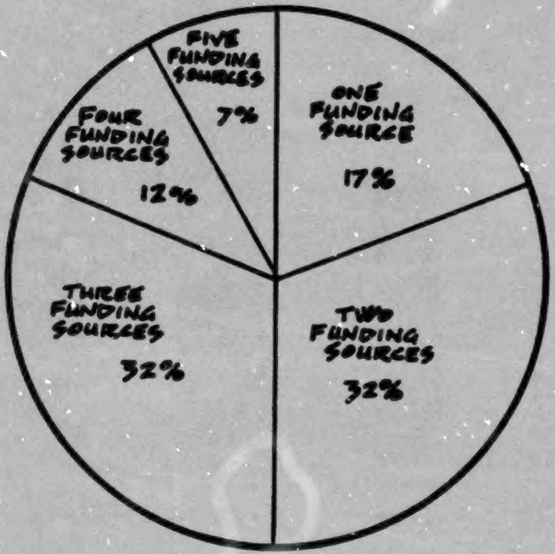

Figure 11. Number of Funding Sources Reported by Adult Literacy Programs (n = 213)

Of the 213 programs in the sample, 7% or 14 programs reported receiving funding from local, state, federal, private as well as other sources. These programs represent five State/LEAs, five community based, two employment and training, and two corrections programs.

Operating Time: Programs that report more sources of funding tended to be open more days per week. For example, programs listing only one type of funding averaged 4.3 days per week in operation, as compared to 5.0 days for programs listing four types of funding and 5.5 days per week for programs citing five funding sources (see Figure 12).

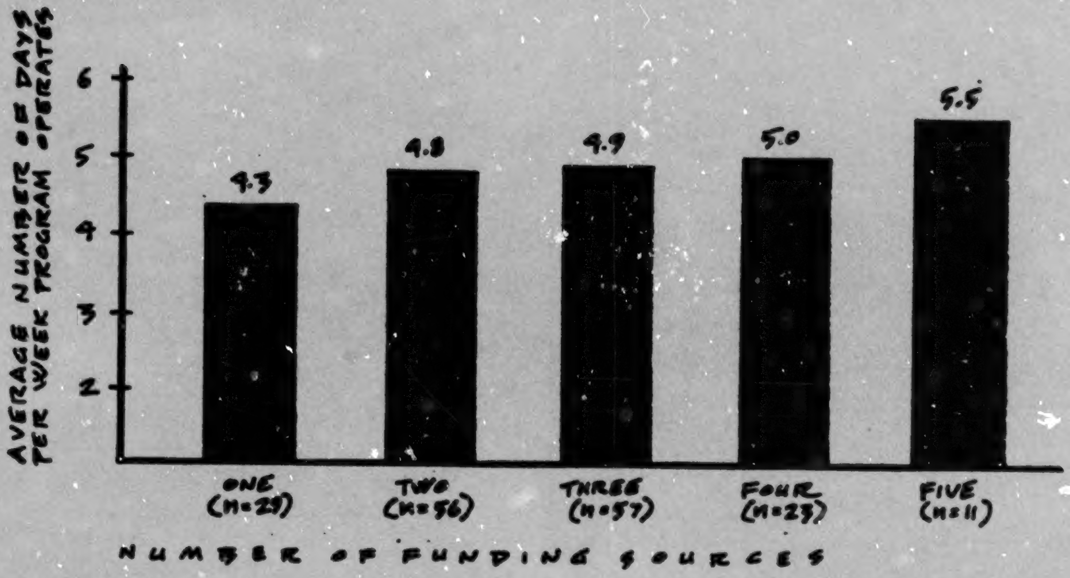

Figure 12. Average Number of Days/Week Programs Operate by Number of Funding Sources

Programs that cite the most sources of revenue also tend to stay open more hours per day on average than programs with fewer funding sources (see Figure 13). However, when interpreting these results it is important to keep in mind that the survey question about funding sources only asked about the number of different types of funding (e.g., federal, state, local) and not the number of sources or the proportion of funding within each type. Thus, we cannot infer that programs that tap more sources of funding necessarily have more operating money. It is quite possible for a program to receive more money from one generous funding agency than is gained from several small grants.

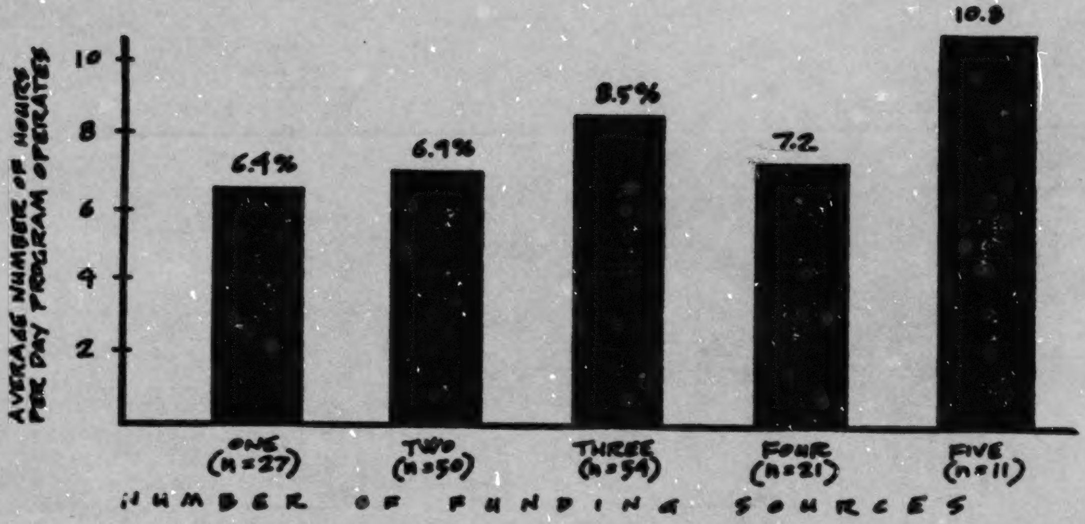

Figure 13: Average Number of Hours/Day Programs Operate by Number of Funding Sources

## PROGRAMS WITH ALL STUDENTS WHO READ AT THE 0-3 READING GRADE LEVEL

As discussed in the description of programs earlier in this chapter, 23% of the literacy programs surveyed report that all of their students enter the program reading below the fourth grade level. In the following set of analyses, we compare the characterististc of these 48 programs with those of programs geared to students at higher reading levels and/or a cross section of reading levels.

Geographic location: Programs whose students all read below the fourth grade level tend to be in the southeastern or northeastern part of the United States. Relatively few of these programs are found in the central part of the country or in the southwest, when compared to all other programs in the sample (see Figure 14).

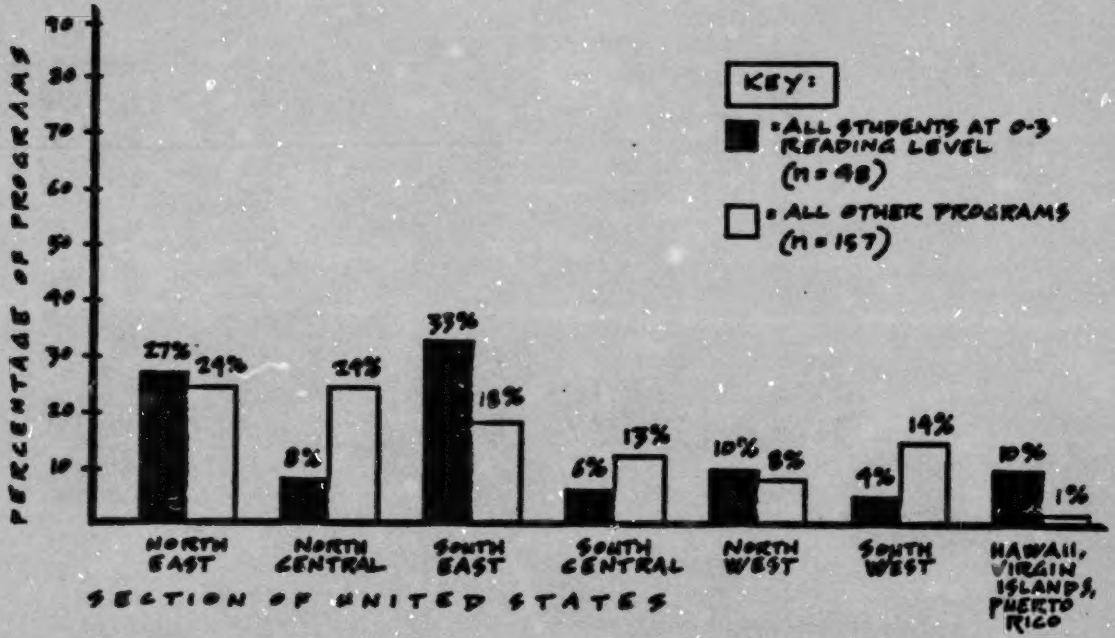

Figure 14: Proportion of Programs for the 0-3 reader compared with all other Programs on Geographic Location (n = 205)

Organizational Sector: Half of the adult literacy programs targeted only to the nonreader are community based. In contrast, there are no military or employment and training centers that teach only this group of students.

Program Components. There are very few literacy programs geared only to the 0-3 reading level student that offer vocational training, job training, or alternative high school programs.

While approximately 20% of programs for students who read at the fourth grade level or higher have classes in those areas, only 2% of the programs that deal exclusively with the non-reader cover these areas. There are also few programs for the 0-3 reader that teach GED preparation or basic skills.

Teacher Training: Fewer of these literacy programs provide only inservice training for their teachers than is the case for program with some students at the fourth grade level or higher. While only 4% of the programs teaching only the 0-3 grade level readers use primarily inservice training, 20% of all other programs use this method as their only means of teacher-training.

Number of Days/Week Programs are Open: These programs are open an average of 5.3 days per week in contrast to an average of 4.7 days/week for other programs. A greater proportion of programs with non-readers are open six or seven days a week than is seen among programs with most students reading at the fourth grade level or higher.

Gender of Students: Programs that are geared solely to the 0-3 grade level students have a slightly lower percentage of female students on average (46%) than is seen among programs that do not teach only this level student (54%).

## PROGRAMS WITH ONLY STUDENTS AT THE 4-7 READING GRADE LEVEL

As previously discussed, 39% of the literacy programs surveyed are geared only to students who read at the 4 - 7 reading grade level. In this section we will compare the characteristics of these 81 programs with those of all other programs. In these analyses, the other programs include literacy programs geared only to the 0-3 grade level reader, programs only teaching the 8-12 grade level reader, as well as programs that accommodate students at a variety of reading levels.

Organizational Sector: Nearly half of the literacy programs teaching only 4-7 grade level readers are run by State/LEA's. This is in contrast to programs for the 0-3 grade level reader that, it will be recalled, tend to be community based.

Program Components: Most of the programs (96%) where all of the students read at the 4-7 reading grade level are teaching basic skills. A large percentage (85%) also offer GED preparation. These curricula have greater relevance among programs geared to the 4-7 grade level reader than is seen among other programs.

Funding Sources: A large percentage of programs targeted to the reader at the 4-7 reading grade level get federal funds than do other programs.

Age of Students: The distribution of students' ages differs between programs where all students read at the 4-7 grade level and programs where students read at other grade levels. While in half of all other programs most students are over thirty years of age, only 20% of programs with transitional level readers typically have students this old. At the other end of the age spectrum, 49% of programs comprised entirely of 4-7 grade level readers report the average student is less than 26 years of age; this is the case in only 23% of all other programs.

Gender of Students: Adult literacy programs geared to the transitional level reader have a higher percentage of female students, on average, (57%) than all other programs (49%).

## RETENTION PROBLEMS

The National Adult Literacy Questionnaire asked program staff whether or not it was difficult to keep students enrolled in their project. Among the 164 respondents to this question, 65% of the programs felt they had retention problems with dropout rates of above 30%. Since we would expect all of the programs reporting retention programs to have high dropout rates, these findings suggest that program staff may feel that retention of students is a problem even though dropout rates are fairly low. In contrast, of the 57 respondents that did not feel retention was a problem, only 5% (3 programs) had dropout rates exceeding 30%. Thus, it appears that program staff have a clearer idea when retention is not a problems than when it is a problem.

In order to avoid having the respondent's judgment determine whether or not there is a retention problem, we decided that dropout rates above 30% would indicate a problem keeping students enrolled. In this section, we compare the program characteristics of programs above and below this cut-off. To ensure that this dividing line of 30% did not create artificial differences bewteen programs, all of the analyses were also computed using the average dropout rate of programs.

Reading Level: Programs that teach students who read at the 4-7th grade level are more likely to have a dropout rate above 30% than are other programs. For example, 36% of these programs with transitional level readers reported dropout rates greater than 30%, while only 20% of all other programs fell above the 30% rate. However, even though the dropout rates of these types of programs are significantly different, the average dropout rate among the programs with the 4-7 level reader (27%) is not that much greater than the average seen among all other programs (21%).

Operating Schedule. A larger proportion of the programs with more than a 30% dropout rate operate only 1-4 days/week than do programs with lower dropout rates. Only 147 programs in the sample responded to questions about operating schedules and dropout rate. Of this subset, 16% of the programs with low dropout rates as compared to 39% of those with high dropout rates are open only 1-4 days a week. This finding is substantiated when we look at the average dropout rate of programs open 1-4, 5 and 6-7 days per week. Programs open only 1-4 days have average dropout rates of 31%, which is somewhat higher than programs open five or six days that have a 23% dropout rate on average.

Gender of Students: Programs with a low dropout rate have a higher proportion of male students (51%) than programs with lower rates (45%). However, this difference can be attributed to the low dropout rate among programs at military and correction facilities which have a preponderance of male students. When programs in these two sectors are removed from the analysis, the gender differences disappear. Thus, this finding reveals more about the ability of military and correction programs to retain their students than about the effects of gender on dropout rate.

Percentage of Female Students: Among the 188 programs reporting information about students' gender, 52% of the students are female. The range of female students within individual programs is from 0-100%. Sixteen programs have 75% or more female students, while in 46 programs 65% or more of the students are female. In the sections to follow (Reading Level of Students, Number of Months in Operation, and Age of Student), we also examine differences between programs where at least 65% of the students are female and those with fewer female students. Since this 65% cut-off could be criticized as arbitrary, all analyses were also performed with the average percentage of female students among programs of differing characteristics.

Reading Level of Students: A smaller proportion of programs (10%) with a majority of female students are geared only towards the 0-3 grade level reader than are programs with more male students (29%). Indeed, fewer programs with more than 65% female students teach 0-3 level students at all. This gender difference was also discussed in an earlier section on reading level. There, it may be recalled, we reported that programs geared to the 0-3 level reader have an average of 54% female students as compared to only 46% females enrolled in other programs.

Number of Months in Operation: Programs where at least 65% of the students are female are open an average of 10.6 months per year. In contrast, programs with fewer female students tend to be open 11.3 months per year. This finding, that programs with more females are open fewer months per year than other programs, was substantiated by regression analyses that treated the percentage of female students as a continuuous (0-100%) rather than a dichotomous variable (0-64 vs. 65-100).

Age of Student: Adult literacy programs with fewer females tend to also have younger students. For example, programs where the average age of students is between 16-20 years are 42% female, while programs where students are typically between 26-30 years tend to be 58% female. These results may be associated with reduced child care responsibilities among older women that allow them more freedom to enroll in literacy programs.

## Summary

The trend data described here provides a rich background for the field site analysis that follows. In particular, it illuminates the nuances of programs within the six organizational sectors: their targeted student population; their funding sources, their educational programs, and their modes of operation. This general information, although not conclusive, assists the reader in formulating a more accurate picture of both literacy programs and the entire literacy field.

# CHAPTER 2.

# FIELD SITES

# CHAPTER 2. FIELD SITES

## INTRODUCTION

In this chapter we introduce the reader to our field sites. First, we describe how we selected program sites. Next, site visit interview procedures are explained. Finally, the chapter concludes with portraits of thirty-one selected literacy programs.

## SELECTING FIELD SITES

Selecting field sites for field visits was a challenging and difficult task. Because so many varied and excellent programs responded to the national program survey, the NALP staff needed to establish tangible criteria which would fairly represent all programs in our sample. Therefore, responses on each program survey received were rated according to the criteria below.

1. a clear description and documentation of program philosophy and mission. Special consideration was given to programs which explained how and why they accomplished their goals.

2. clear, detailed information on inservice and follow-up training of staff.

3. an articulate description of how programs accomplish at least six of the eight program components listed on the survey.

4. a careful and thoughtful response to the question, "What makes your program work?"

5. documentation of program components and goals in the form of materials, forms, brochures, or policies.

6. a drop out rate of 30% or less.

Programs that met these criteria became candidates for site selection. In addition, the factors of program types and levels, sector, and geographic location were used to construct a representative sample of programs across the country. The result was thirty-one programs representing all sectors and program type. The number of sites chosen from each sector differs for two reasons. First, some sectors, like state and local ABE programs, are very large and contain the most number of programs. Second, because there are fewer programs in some sectors, there were fewer surveys to evaluate. Consequently, the NALP staff attempted to select programs for site visits in proportion to the number of programs of that type in the nation and in proportion to the survey response from each sector. Site visits were distributed among the six sectors in the following way: (See Appendix 3)

| | |
|---|---|
| State and Local ABE's | 5 |
| Community Based | 9 |
| Employment and Training | 3 |
| Corrections | 4 |
| Military | 4 |
| Postsecondary | 6 |

## SITE VISIT INTERVIEW PROCEDURES

Once chosen, sites were contacted to arrange visits. Site visits were conducted between May and September of 1984. Trained interviewers spent two days at each site. The interview procedure was consistent across sites and carefully designed to obtain information from all program leaders and participants. (See Appendix 2) Interviewers followed this schedule:

Day 1 -- Initial two hour interview with director on management issues and program components.

Day 2 -- Interviews with instructors, counselors, and students.

-- Final interview with director on issues of general concern within the program and within the field of literacy.

All interviews were tape recorded with the permission of the interviewees. In addition to interviewing program participants, NALP personnel were able to observe programs in operation, examine materials, attend training session, and meet with staff and students informally.

In order to perform a qualitative data analysis of the program information from the site visits, each interview was transcribed. The written text provided the NALP staff with the raw data upon which to base the specific and general comments on program components and management practices in literacy programs which follow in the next chapters.

In the pages which follow we introduce the reader to the thirty-one sites NALP visited. All of them provided us with wonderful experiences and information, and we are greatly indebted to them for their hospitality and professionalism. In describing the sites we chose not to follow a prescribed outline, but instead to select the most interesting features about each program as they emerged from the visits.

## PORTRAITS OF THIRTY-ONE SELECTED PROGRAMS THROUGH AN ORGANIZATIONAL FRAME

In this section, we will first describe the characteristics of each organizational sector. Then we will highlight each site our researchers visited within that sector by sketching each program's portrait. Because each program is different, we have attempted to let its unique characteristics, philosophies, and activities guide each portrait rather than impose a common structure on all. It is hoped that familiarity with each sector and the selected programs within each will enhance the reader's understanding of the chapters on program practices which follow.

## CHARACTERISTICS OF PROGRAMS IN EACH ORGANIZATIONAL SECTOR

Literacy programs in all six sectors have many things in common. Materials, for example, tend to be fairly standard across programs. However, each sector is an entity which differs in significant ways from other sectors which also deliver literacy services. How do they differ? First, programs among sectors differ in philosophy, in the goals they have for their learners, and in how they incorporate these goals into the instructional process. Second, they differ in how services are delivered, especially in whether they use trained or volunteer staff. Third, they differ in community involvement. Some programs promote frequent outreach activities and use community resources heavily; others place more emphasis on "in-house" involvement. Finally, sectors differ in funding base. Programs within some sectors are able to utilize a fairly stable base of state or federal funding, while others must put together a "package" of monies from foundations, local charities, and fundraising activities. A summary of the distinctive characteristics of each organizational sector follows.

## STATE AND LOCAL ABE PROGRAMS

The federal Adult Basic Education (ABE) programs, established in 1965 by the U.S. Department of Education, represent the largest block of identifiable literacy programs. Administered by state education agencies, they are, nevertheless a diverse group of programs. Because their mission is to serve disadvantaged adults in local areas, they generally take an instructional approach that is geared to the educational and employment needs of learners. Closely tied to academic priorities is improvement of adult self-esteem. Consequently, curriculum can be, and often is, individually tailored. Despite this mission, ABE programs often have difficulty attracting the "hardest to reach" students. Because many ABE programs are located in old school buildings, some still suffer from identification with traditional schools. And because they are often the only providers in the locality, they are called upon to meet a wide range of needs -- programs for beginning readers, GED credentialing, job training, and English As A Second Language programs. They are also asked to serve a large geographic area, especially in rural locations. Satellites and home tutoring opportunities are two ways that local and state programs try to serve all who need their services.

Staff in local ABE programs usually hold state teaching certificates since programs are administered by local school districts where certification is required. Many of the instructors are elementary and secondary teachers who "moonlight" at ABE programs. Others have gained their educational experience teaching children and now work exclusively in adult education. Most have no specific training in methods for adult learners. Staff, including directors, are largely part-time. It is not uncommon for directors to be funded for only 20 hours a week.

Management of ABE programs is more structured than in some sectors. Most states have a department of adult or continuing education which is both a resource and evaluating agency. Additionally, local programs are subject to the supervision of school boards and superintendents. The control that these bodies exercise varies widely among programs and states. By and large, ABE directors seem to have more control over their programs than principals of schools do, even though their positions are similar.

Involvement in community affairs depends on the philosophy of the director and staff. Some directors are active in promoting their programs with local businesses, social service agencies, and charities. They use local volunteers to publicize in local newspapers. Others rely more on "in-house" staff for resources. With encouragement from the federal government, ABE programs are beginning to form more partnerships with businesses, churches, libraries, and community colleges. Thus, agencies who may have offered services to discrete groups are beginning to pool resources to serve their areas more efficiently.

## PROGRAM PORTRAITS

### 1. SEQUOIA DISTRICT ADULT SCHOOL
### REDWOOD CITY, CALIFORNIA

The Sequoia Adult School is located in the semi-industrial Fair Oaks area of Redwood City. The ESL program leases space in the Hoover School, while the central offices are located at Sequoia High School. The program offers morning, afternoon, and evening classes. Child care is provided. The program participates in the California Student Assessment System (CASAS) Network.

The ESL program ranges from an orientation through level five. Exit from level five qualifies students for job entry or job training requiring technical skills. The primary purpose of ESL instruction is to prepare students to function adequately in their life roles. The focus of instruction is on developing survival skills and proficiency in all levels of communication. This includes reading, writing, speaking, listening, non-verbal language, and cultural information.

A wide variety of both teacher made and commercial materials are used. The entire ESL/ABE curriculum is embedded in a life/skills/role format which is offered at several levels of difficulty. The majority of the curriculum materials for ESL students at the pre-literate level are developed by the instructor.

Instructional methods are eclectic. They include individualized instruction; pair work, small group work, whole class instruction, total physical response, oral and written activities, and group guidance activities.

According to the director, three factors facilitate a student's progress in the ESL program. They are: 1) number of years of education completed in the native country; 2) similarity between native language and English; 3) urban rather than rural native environment.

## 2. FRANKLIN COUNTY ADULT BASIC EDUCATION

## FARMINGTON, MAINE

Farmington is a small town about 60 miles north of Portland; it is the headquarters for Franklin County's literacy efforts. The area around Farmington is mostly rural and very sparsely populated, and its illiteracy and unemployment rates are very high. The program's central office is housed in a typical New England-style home about two blocks from the local campus of the University of Maine in Farmington. One full-time director, five part-time teachers and a staff of tutors provide most of the ESL, GED, and basic skills instruction in the area. They serve about 170 learners each year.

Using mostly state and federal resources, this program recruits and trains tutors to provide all aspects of literacy training in classes, small groups, and homes. These volunteer tutors recruit their own students, teach them basic reading and writing, and prepare them for GED exams. Often they must travel or hike significant distances in difficult weather conditions.

All instruction is confidential and one-to-one, and is tailored to the convenience of the learner. The only exception is ESL, which is offered in classes at various locations. ABE tutors are trained with the Literacy Volunteers of America method and materials.

## 3. PORTLAND ADULT COMMUNITY EDUCATION

## PORTLAND, MAINE

Portland Adult Community Education (PACE) is housed at the Intown Learning Center of the University of Southern Maine. PACE serves an average of one thousand students each year in its central location at the center and at six major satellite programs throughout the city. The satellite programs are located in a variety of community organizations, industrial sites, and public schools. The Portland Public Schools fund PACE, and staff are certified teachers. The director and the staff feel that programs must not rely solely on volunteers to meet the critical needs of the adult basic education student. Rather, trained professionals must be available to provide quality and continuity of instruction.

PACE offers ABE, GED, and ESL instruction all year long with day and evening classes. Childcare is provided. Both intake counselors and teachers are responsible for orientation. Students may select a self-paced learning lab or more structured classes according to their learning styles. Individualized instruction, small and large group learning, and peer tutoring are all used to meet learner needs. Staff maintain a record of student objectives and corresponding assignments designed to meet those goals. Younger and older students are mixed deliberately in classes to provide each with broader experiences.

Staff attribute much of the program's success to its high visibility within the community. It has produced and broadcast a documentary about illiteracy in Portland and what PACE offers throughout the city. In addition, the program conducts neighborhood canvassing efforts and remains in close contact with community organizations and employers.

## 4. LOWELL ADULT EDUCATION
LOWELL, MASSACHUSETTS

Lowell Adult Education is centrally located in downtown Lowell, an old mill town northwest of Boston. Forty-seven percent of the adults in town over 25 years old do not have a high school diploma and are thus unable to take advantage of new job openings at a major high tech firm recently headquartered in Lowell.

The program serves about 1,500 adults a year in ABE, GED, ESL, and a high school diploma program. It is part of the Lowell Public School System, and employs full and part-time certified teachers and counselors. Program staff perform a number of duties which contribute to the ability of the program to respond to learner needs. The director encourages staff to choose areas of interest and provide leadership for other staff members. Examples include the Adult Diploma Program, Lowell's own alternative high school credentialing program, which was designed by staff. In addition, staff have created their own competency based instruction program modules for the diploma program and to supplement class instruction. A Lowell staff member participated in the state wide committee formed to evaluate software for ABE programs and designed the computer instructional component of the Lowell program.

The director feels that outreach and public awareness are crucial forms of program and learner advocacy. He has been active in working with local high tech firms to create opportunities for undereducated adults. For example, one firm requires a high school diploma for advancement, but has hired many local workers who do not have the credentials. The Lowell director has proposed an "amnesty" program in which the employees can study for the GED at work or at the Adult Education Center with "no questions asked." Once the diploma or certificate is earned, the employee is eligible for promotion and can climb the career ladder. Under this scheme both the company and the employee benefit, and the community is strengthened.

## 5. PROJECT SCALE
## SOMERVILLE, MASSACHUSETTS

The Somerville Center for Adult Learning Experiences (SCALE) is located in a block of storefronts in Somerville, a working class community. SCALE is a large ABE program which oerates under the auspices of the Somerville Public Schools. It offers a complete program, which includes basic skills instruction, GED, Alternative High School Credentialing, ESL, job training, and home-based tutoring for ABE and GED. About 1,350 learners attend classes each year, and most of those enter at the ABE level. Lead teachers and lead counselors manage each division under the supervision of the Director of Adult and Community Education. The predominantly part-time staff are state certified teachers. SCALE receives funding from local, state, federal, and private sources, like the Bay State Skills Corporation.

The staff at SCALE proclaim a real commitment to serving the ABE student. To this end, they have developed a recruiting and orientation/counseling component which is designed to meet the needs of this population. Each department does its own orientation and counseling. They offer both individual and group sessions, depending on the division and on the individual learner. In the ABE division, counselors discuss with students what "coming back to school" means with a demonstration of individual learning styles. Students are encouraged to label their own learning style and to discuss how understanding individual differences is important when re-entering a learning environment. SCALE has also developed an informational videotape which profiles their program and three actual learners -- an ESL student from Central America, a local ABE student, and a 40 year old father of three who is participating in the home tutoring program. This videotape has been aired on local cable TV in Somerville. Program directors feel this type of recruitment activity and cable TV in general offer as yet unexplored opportunities for public awareness and instruction in adult basic education.

# COMMUNITY BASED PROGRAMS

Community based programs are so called because their base of operation tends to be in places other than schools -- in churches, community centers, storefronts, libraries, and learners' homes. They are mostly independent organizations with few links to state or national organizations. As a result, funding can be uncertain from year to year despite the proven track record of many community based programs. In part because they are located in familiar places, and in part because they are involved in the larger economic and social issues of community development, these programs usually have close ties to their constituencies and strong support networks. Consequently, they have been successful in attracting the "hardest to reach" adult illiterates.

Community based programs often operate as multi-service organizations of which literacy is only one part because these programs believe that their adult clients suffer other deprivations as well -- poverty, discrimination, unemployment, and social isolation. Consequently, community based organizations do not take as their chief aim the improvement of literacy skills alone. Reading, writing, and ciphering are but means to an end. These programs profess a more holistic view of education. Their goal is to "empower" learners to bring about changes in themselves and in their communities. By offering services such as child care, counseling, hotlines for battered women, and job referral services; by teaching courses such as parenting and carpentry in addition to literacy in English and in other languages, they service the complex and interdependent personal, family, and community needs of their adult learners.

Instructors in community based programs, like the programs themselves, also have their roots in community action. They represent a wider variety of backgrounds than those in ABE programs. Many teachers entered the field as volunteers and have continued to work as salaried staff. A great number have come from social service positions like neighborhood organizing and youth group work rather than from public schools. Again, most trained staff are part-time. Use of volunteers varies a great deal from program to program. Most programs insist that volunteers be inculcated with program philosophy and goals rather than operating as "free agents." Class structures range from one-to-one to large group.

Included in this sector are programs administered by the two voluntary literacy organizations, Laubach Literacy Action and Literacy Volunteers of America (LVA), and those located at libraries. Both Laubach and LVA train and "match" volunteer tutors to students who want to learn basic reading, writing, math, and English As A Second Language skills. Most instruction provided by Laubach and LVA is one-to-one, although some programs are experimenting with small group instruction. Tutors and learners frequently meet in learners' homes or at other easily-accessible places in the community like libraries and churches. Both organizations maintain national networks and state and local affiliates to facilitate recruiting, training, and matching of volunteers to those desiring instruction. This type of service delivery is usually more informal than that provided through an agency and there is little supervision.

Libraries provide a variety of literacy services. Through the American Library Association (ALA) Office of Library Outreach Services, they offer information and promotional materials to be used with community groups. They also sponsor workshops and technical assistance, and have trained librarians all over the United States to establish local literacy programs. In addition, libraries provide tutoring space to volunteer and other local programs.

## PROGRAM PORTRAITS

### 1. REFUGEE LINK PROGRAM
### PHOENIX, ARIZONA

The Refugee Link Program operates in six program sites within the Phoenix area. For example, some of these programs operate out of local churches or community centers. However, the uniqueness of the program is determined by the learner population it serves -- Asian refugees, with a small proportion of Ethiopians and Europeans. Therefore instructional staff, including volunteers, are not only well-qualified academically with considerable teaching experience, they are bilingual.

Instructional staff are sensitive to the rich cultural experiences of their learners: they use culturally relevant examples in teaching the basic skills; they help refugees with adjustment problems encountered by their camp experience. Cultural sensitivity is the basic strength of the program expressed by all staff. Their concern for their students has created a powerful community network that attempts to help refugees with their adjustment problems and to assist them in gaining communication skills to lead self-sufficient lives.

## 2. LOS ANGELES COUNTY LIBRARY LITERACY PROGRAMS
## LANGUAGE LEARNING CENTERS
## DOWNEY, CALIFORNIA

The Language Learning Centers (LLC) are literacy programs conducted by the Los Angeles County Libraries. The staff's priority is to engage learners quickly and to make them familiar with the center and the library. The program's goal is to provide practical literacy skills such as citizenship instruction, reading to pass a driver's test, and GED instruction.

In each center a coordinating tutor works with students using a multitude of library resources. Among these are manuals, computer software, audio-cassettes and other library resources. All tutors are trained in the Laubach method, but use a variety of teaching techniques. The program coordinator supervises the tutors' work, assists them in accessing resources, and coordinates tutor training programs. Most staff are paid rather than volunteers.

The program operates all year and serves over 8,000 students yearly at six different libraries. Each learning center keeps monthly statistics on its students, who come from six different ethnic/cultural backgrounds and speak one or more of 27 languages. The LCC's rely on radio and television announcements to increase the community's awareness of the problem of illiteracy, and to recruit students by including an "800" number in the annnoucement. A respondent gives the callers information, including a special social service hotline. A great deal of the program's success depends on the cooperation of the head librarians and their staff, both in terms of recruiting students and accessing the libraries' resources.

### 3. PUSH LITERACY ACTION NOW (PLAN)
### WASHINGTON, DISTRICT OF COLUMBIA

PLAN is located near Dupont Circle in the northwest sector of the nation's capital, in a typical Washington row house. PLAN serves approximately 150 learners each year and is not affiliated with any outside organization or funding agency. As a program it is unique because it does not receive any state or federal support. Rather, its budget is based on private donations.

This community based program has been successful in reaching the hardest-to-reach. It is designed specifically to meet their needs. It teaches basic reading to adults below the sixth grade level, and does so primarily in small groups. The conversion to small group format was made after the traditional one-to-one tutoring arrangement proved inadequate in meeting the needs of the population. Now, adults meet in small groups to share and profit from each others' life experiences. Furthermore, PLAN's instructional philosophy is based upon the premise that basic skills are not enough; the staff is committed to change people's lives by teaching survival skills, problem-solving skills, and by facilitating a great deal of peer interaction. PLAN has successfully used current and former students at every level of operation, including recruitment and advocacy campaigns, instruction, and counseling. Some even have appeared before Congress and on television documentary shows about literacy.

PLAN seeks to fulfill two separate, but related missions: to provide direct services to educationally disadvantaged adults on the one hand and to perform national literacy advocacy on the other. This program's commitment to advocacy is embodied in efforts like "Operation Wordwatch" (a readability campaign aimed at making public information accessible to undereducated adults), and the publication of a nationwide literacy news bulletin.

### 4. LITERACY VOLUNTEERS OF CHICAGO
### CHICAGO, ILLINOIS

Literacy Volunteers of Chicago (LVC), in operation since 1982, provides instruction to 500 people in over forty different locations in the Chicago area. The central offices are housed in a fifteen story office building on Wabash Avenue in Chicago's

"Loop", the downtown section. The staff of LVC work primarily in two areas -- fundraising and finding tutors and sites for literacy instruction. In the area of fundraising, LVC is working with Chicago's Alternative Schools and Universidad Popular, a Hispanic literacy organization, to form a city-wide coalition. Their second mission, finding sites and tutors, is directed toward matching volunteers and students from the same neighborhoods, and finding sites which are heated in the winter. Local community leaders and employers are valuable resources in meeting this goal.

LVC has recently expanded its efforts in serving the growing number of Laotians, Cambodians, Vietnamese, Ethiopians, Poles, and Koreans in the Chicago area. Nearly 40% of the uptown population do not speak English, and many of them are illiterate in their own language. The program's ESL courses now focus on verbal and written skills as well as everyday problems, like dealing with police, landlords, employers and employment agencies, the severe winter climate, and community relations.

Local VISTA volunteers and paraprofessionals assist the staff in meeting LVC goals.

### 5. LAFAYETTE ADULT READING ACADEMY
### LAFAYETTE, INDIANA

Lafayette, Indiana is a small city in the northwest part of the state. It is about one hour's drive from Indianapolis, the capital. The Reading Academy has always been housed in the old

YWCA. This building is an attractive, old Victorian house with added offices and learning spaces.

The Reading Academy provides instruction in basic skills, GED preparation, and ESL to about 600 learners. The Reading Academy has recently altered its individualized instruction to provide more group learning experiences in math and language at the request of students.

The Youth Program, housed in a community center, offers the same basic skills instruction to out-of-school youth. In addition, they have implemented a unique "credit" program with the local high school so that students wishing to return to school can do so with credit done for work at the Reading Academy.

Originally a community based organization housed at the YWCA, the Reading Academy is now part of the Lafayette School Corporation. As such, it maintains a dual perspective and enjoys the benefits of extensive ties to both community organizations and to the local schools. The director and staff are committed to building, maintaining, and promoting these relationships, which they feel are essential in recruiting students and "selling the quality" of the program. As a result of the positive and successful public awareness activities the program has pursued, local support is solid. Grants and in-kind contributions of space and services are numerous. United Way provides substantial support each year. The Reading Academy has also been successful in recruiting volunteers from the community and Purdue University. The volunteers work in the learning labs under the supervision of certified teachers.

The Reading Academy has been active in promoting and conducting research in adult literacy instruction. They have formed partnerships with researchers and evaluators in adult education to investigate such areas as setting learners' goals and job literacy.

### 6. DIRECTIONS IN ADULT LEARNING (DIAL)
HANSCOM AIR FORCE BASE
CONCORD, MASSACHUSETTS

Directions in Adult Learning (DIAL), is located at Hanscom Air Force Base in Concord, Massachusetts. Although not a military program, it does serve wives of many airmen in its English as a Second Language Program.

DIAL is actually the adult education program for several suburban towns in that area, and is supervised through the Lincoln Public Schools in Massachusetts. The Air Force donates space at Hanscom as a community goodwill gesture. The director points out that this unique arrangement with the Air Force provides many in-kind services for the program, such as space, telephone, and postage costs. The public schools provide budget expertise and access to many other needed services.

The DIAL program serves about 400 adults, most of whom have completed less than eight years of schooling. DIAL offers basic skills and GED preparation, but their largest instructional area is ESL. The program conducts an extensive recruitment campaign aimed at all the small neighboring towns in the suburban area surrounding the airbase. It advertises in the adult education catalogs in nearby school districts, for example, in addition to sending flyers and posters to community and social service agencies, churches, libraries, and industries.

The director has been active in establishing satellite centers in local communities. Satellite programs include one serving Haitians who are employed at a mental hospital and another serving workers at a leather factory. Needs assessments and census data from surrounding towns prove the need for more programs in suburban communities.

The director and staff, through program evaluation, have chosen one topic per year as the focus of inservice training. All staff participate, even though they are all part-time. One year, the inservice emphasis was on revamping the diagnostic testing process; last year, the group learned how to train volunteers and set up a volunteer program. Volunteers are used for instructional and other support services, like babysitting. They work in classrooms, learning labs, and in one-to-one tutoring sessions for remediation or enrichment.

## 7. BANK STREET BASIC SKILLS ACADEMY
## NEW YORK CITY, NEW YORK

Bank Street Basic Skills Academy is located at 610 West 112th Street near Broadway in Harlem. Its central offices are in a first floor apartment of a ten story building. Instruction is held at the Bank Street Academy next door.

The Academy was established as a model high school equivalency program for low-income minority youth between seventeen and twenty years of age who have dropped out of school. It serves between 75 and 100 youths in four ten-week cycles. To be eligible, the students must demonstrate above sixth grade level skills in mathematics and reading. The goal of this program is essentially two-fold: to help these youths reach GED level skills and to train them for entry-level jobs. The latter task is the responsibility of the Jobs For The Future program with which the Academy is closely affiliated.

Instruction is offered in groups and is highly individualized, and follows a structured, competency based curriculum. Since most students hold jobs, classes are held primarily at night. A full-time counselor experienced in dealing with ghetto life and undereducated minority youth, helps students meet the academic and attendance requirements. In addition to establishing a peer counseling system, the counselor holds weekly advisement classes in which problems are explored and solutions proposed (e.g., themes covered deal with personal and survival competencies; exploration of the individual's role in the peer group; stress management; personal health and nutrition; comparative shopping; legal rights; landlord-tenant relationships; banking; and careers). The staff reports that this special feature has a positive impact on retention. Since it first opened its doors in 1981, the Academy has graduated over 500 young adults and has enabled them to acquire entry-level jobs in primary labor market occupations.

## 8. LITERACY VOLUNTEERS OF NEW YORK CITY
NEW YORK, NEW YORK

The central offices of this LVA program are located in PS #199 at 200 West 70th Street near Broadway in Manhattan. The program also operates four major satellites in the corporate facilitities of New York Life Insurance, JC Penney, Gulf and Western, and CITIBANK, all in different parts of Manhattan. Several smaller programs are located in the Bronx, Brooklyn, and Queens. All sites offer individualized tutoring and small group tutoring. All sites are managed by site coordinators, and they report to the central offices on 70th Street.

The program began in 1973 and presently employs seven full-time and several part-time employees, as well as 350 tutors. They serve approximately 1,000 students every year, and teach basic skills up to a sixth grade level. The curriculum was recently expanded to include writing even in the beginning phases of reading instruction. In addition, the program has begun to form small groups of academically compatible students, who work with more experienced tutors.

The program has successfully experimented with alternative staff training methods and very carefully monitors the impact its tutors have. Its success is rooted in a careful evaluation process, and the pains it takes to make the program relevant and accessible to the city's residents.

## 9. WOMEN'S PROGRAM
## LUTHERAN SETTLEMENT HOUSE
## PHILADELPHIA, PENNSYLVANIA

The Women's Program is housed in the Lutheran Settlement House which serves the working class community of Fishtown/ Kensington, in Philadelphia. For the past 15 years, the neighborhood has experienced rapid changes -- escalating unemployment, cutbacks in social welfare programs, and deteriorating city and neighborhood resources.

In 1976 the Lutheran Settlement House initiated a needs assessment of women in the community. Women responded that they needed and wanted education. The 1980 census indicated that 70% of the adult population in the community did not have a high school diploma.

Since 1976, the Women's Program has expanded to include adult basic education classes, self development workshops, a bilingual crisis hotline for abused women and children, employment counseling, and free childcare for participants. All of these components are designed to provide skills which empower the participants to "fight city hall" and to make things better in their neighborhood.

The 450 program participants are drawn from poor and working class women and men from ethnic and minority backgrounds. A conscious program of outreach to contiguous, but segregated, neighborhoods has brought black and Hispanic adults into the program.

The Women's Program firmly believes that it must offer a comprehensive program of educational and social services if it is to meet the needs of the learners it serves. As part of the commitment to empowering the community, staff subscribe to a "learner centered" philosophy. This philosophy puts the learner's needs as a thinking adult and community member first, and builds educational experiences around this philosophy. As a consequence learning must be directly tied to adults' life experiences and it must encourage them to apply critical thinking skills learned in their daily lives.

The curriculum specialist and the staff have produced four or five manuals for reading instruction. The manuals feature stories about community members or relatives and their concerns and interests. One manual is devoted exclusively to topics of interest to women. Discussion questions and language arts exercises developed by the staff supplement the reading material.

Staff are composed of both "professional" and community women. Graduates of the GED program teach and work as paraprofessionals in the program alongside certified teachers. Other graduates remain active in the program and in the community as volunteers. Social activities bring former and present students and staff together frequently.

## POSTSECONDARY PROGRAMS

Basic skills classes have been offered for about 20 years at local and community colleges. What began as help for their own clientele has developed into full fledged, self-contained literacy classes for local residents at many community colleges. Because of the many services already in place, like counseling and public transportation, community colleges are an ideal place to bring members of the community together to learn.

Postsecondary literacy programs are diverse in philosophy, but resemble the typical ABE program more than the community based one. Instructors tend to believe strongly that education is a key to a better life. They support and encourage learners to master basic skills and to acquire credentials which may help them advance in their jobs. Development of self-esteem is also a major goal of postsecondary programs.

Instructors in community college literacy programs tend to be trained teachers, with experience in public schools. Many work part-time. Professional development is often available to literacy staff through the resources of the college and its staff. In some states, community college basic skills programs belong to a highly developed network which offers low cost training and curriculum development assistance to programs.

## PROGRAM PORTRAITS

### 1. SAN DIEGO COMMUNITY COLLEGE CONTINUING EDUCATION CENTERS
### SAN DIEGO, CALIFORNIA

The San Diego Community College Continuing Education Program has nine adult programs in San Diego, all of which are trying to serve the recent influx of immigrants and refugees in California.

It is located in a semi-suburban area and occupies two floors. The library on the second floor is open to all ABE/ESL programs in the area by request, and many of the materials are designed and tested by the teachers in the district.

Learners enroll in the programs for three major reasons: to gain major coping skills which are needed for survival in the American culture, to improve their English, and to get assistance in finding work or better work.

Because students come with a variety of needs, goals, and abilities, teachers strive to help students feel responsible for and to take control of their own learning.

Students are recruited through employment development agencies, the media, and by advertising in grocery stores where many immigrants shop.

Instructional aides from the same community who speak the students' language are trained to do placement for the program. They interpret for students in initial interviews, assist staff in identifying student needs, provide students with basic information, and coordinate resources with staff. Aides meet daily with each other and frequently with ESL instructors.

Oral interviews form the basis of diagnostic testing for pre-literate students. The resulting profile of the student's past educational background is the key to placement. Literate students take the CASAS, ABLE, TABE, and other appropriate tests.

In the classroom, the instructors are primarily facilitators and counselors, but have much latitude in selecting methods. Individualized, small groups, and total class participation is utilized.

Instructors are encouraged to use problem solving and values clarification to empower students. Listening, reading, and writing skills are fused with the competencies and functional skills students are working on. Teachers adjust the core curriculum of survival and coping skills to meet individual needs.

The CASAS item bank is used to construct tests, which are built into the instructional process. Success includes moving from level to level according to the student's own goals, getting a job, and demonstrating increasing oral language and coping skills.

The program evaluates annually using attendance, attrition and retention data in addition to a demographic survey to identify populations in need of service. Teachers perform self-evaluations and assess staff development activities to better meet their needs and increase program effectiveness.

### 2. ALTERNATIVE SCHOOLS NETWORK
### CHICAGO, ILLINOIS

The Alternative Schools Network (ASN) was organized in 1973 to provide a central clearinghouse for alternative school fund-raising efforts. Fifty schools, both elementary and secondary, belong to the network and work together to present an educational alternative to the public schools. Most of the schools are located in low income neighborhoods such as Uptown, Edgewater, Lakeview, South Shore, Pelsen, and Garfield. Each school is governed independently by a board of neighborhood people, including parents, teachers, and students.

The system includes one literacy program, which operates out of ASN's central office. Called the Prologue School, the literacy program recruits learners from its neighborhood, where 85% of the residents live below the poverty line. Equipped with six computers, the program is implementing the Comprehensive Competencies Program (CCP) (see section on methods) to help students develop academic and functional skills. The CCP is used as a complement to other community resources as well. Frequent testing on competencies provides students with feedback and assists them in developing test taking skills, according to the director.

Since one out of every four adults in Chicago is illiterate, and 55% of the city's high schoolers drop out prematurely, the Prologue School attempts to provide urban residents with a means to develop skills they will need for work and community life. An additional benefit of using computer assisted instruction is that students gain some measure of computer literacy as well.

## 3. ADULT GUIDED STUDIES

SOUTHEAST COMMUNITY COLLEGE

LINCOLN, NEBRASKA

The Southeast Community College is a new building on the east side of Lincoln. The Adult Guided Studies program has its central offices there, from which it oversees 19 to 21 different class sites around the city, and one classroom on the college campus.

The central site includes a testing center, which is used for GED as well as college admission testing, and the offices of the coordinator and the program supervisor. The class on campus is held in a quiet, comfortable area called the Learning Resource Center (Library). The various program satellites are located in churches, schools, and community centers. All sites are staffed by one full-time teacher and 24 part-time teachers, 10 paid aides, and 30-40 volunteers. They all work closely together with the counseling staff at the college career center and foster an extensive community network.

All instruction in the ABE/GED program is individualized. Students set their own goals and work at their own pace. There are no assignments and teachers act as facilitators rather than instructors. The teacher-student ratio averages one to ten, and their interactions are informal, on a first name basis. Students come and leave at their own discretion or workschedules.

## 4. CALDWELL COUNTY COMMUNITY COLLEGE AND TECHNICAL INSTITUTE
ADULT BASIC EDUCATION
LENOIR, NORTH CAROLINA

Lenoir is located in the western part of North Carolina, about 100 miles northwest of Charlotte, close to the Tennessee border. This small town at the edge of the Blue Ridge mountains is a typical Appalachian community whose citizens are employed primarily in the furniture industry.

ABE students who go to classes at the college are directed to the Lifeskills Center, a building designed and equipped especially for adult students. Quiet study areas, a testing room, and a fully equipped resource library are available for all students.

Nearly 1,200 adult students are taught here as well as in several satellite programs throughout rural Caldwell County and the adjacent Watauga County. The satellite programs are housed in local industries, shopping malls, and community facilities. Instruction is given mostly in classes but is, at the same time, strictly individualized with students progressing at their own speed.

Besides basic skills, the program emphasizes survival skills and offers seminars and one-time workshops on issues like banking, parenting, health care, and legal rights. In addition, participants are welcome to use all of the community college's resources, including counselors, athletic facilities, cafeteria, and job-related, vocational courses and training. Sponsored by the North Carolina Community College System (NCCCS), this program is one of the few programs in the country to successfully employ a recruiter in an effort to contact the hard to reach. The recruiter reports that in this region illiteracy runs in families, and that children in the public schools are often the best recruiters. The staff report that the success of this program is rooted primarily in its ability to organize literacy groups thoughout the region in effectively using existing resources and providing flexible schedules and locations.

### 5. PORTLAND COMMUNITY COLLEGE VOLUNTEER TUTORING PROGRAM PORTLAND, OREGON

The Portland Community College Volunteer Tutoring Program is located on the Sylvania Campus in a wooded urban community ten miles southwest of Seattle. The program serves English as a Second Language, basic skills, and a General Education Diploma GED program. Because the program serves a large Asian refugee population, one-to-one tutoring is provided in a variety of off-campus locations, including students' homes.

The program is unique because it places as much emphasis, if not more, on tutors as it does on learners. Recruitment of volunteers (e.g., students, professionals, senior citizens) is an ongoing activity. All potential volunteer tutors undergo careful screening and some level of training before they are matched to a student. Volunteer tutors are asked to make a time commitment of a minimum of six weeks before they are accepted in the program.

There have been a number of changes in the program since it was first funded by Reed College in Portland, Oregon. In the beginning, it was very small, and it was operated by an untrained staff. With the formation of a tutor's group and increased "poverty" funding, the program grew to be unmanageable. An appeal to the state was accepted, and this has resulted in its incorporation into the community college system.

### 6. DEVELOPMENTAL EDUCATION, EDMONDS COMMUNITY COLLEGE LYNNWOOD, WASHINGTON

The Developmental Education ABE/GED program is located at Edmonds Community College, a modern facility in suburban Lynnwood, about 20 miles from Seattle. Classes are conducted in the learning center on the second and third floors of the library. Many students drop in voluntarily, while others are referred by instructors at the college and through social service agencies and the judicial system. About 100 students are enrolled in the Developmental Program during the fall and spring terms. In addition to the ABE/GED programs, Developmental Education also conducts an alternative high school credential program, a JTPA program, and the Bridge Program. The latter is a brush-up course for students enrolled in regular classes who need to solidify basic skills.

Staff work to build awareness of the program with community agencies, employment security officers and the justice department. Orientation sessions are used to determine the "nature and dimension of the tasks to be accomplished." With the exception of students in the ABE/GED program, individuals are encouraged to make their own academic placement. Mostly standardized instruments are used for diagnostic testing, and these are administered depending on the level of the learner.

Instructional methods are varied and are influenced by what works best for the learner. These include individualized instruction, group learning activities, and one-to-one tutoring. Students are encouraged to take charge of their own learning. In the beginning skills class, the instructor challenges students each day to "look at where you are -- relax -- and make a plan of what you will accomplish today." Building self-confidence is a goal all instructors share. Every attempt is made to fuse basic skills instruction with practical application. To this end, materials are integrated with a work focus, thus demonstrating for the learner the relevance of each task. As an example, comprehension skills, once learned, are applied to areas of the student's own choosing. The instructor keeps files of clippings on topics of interest so that the students "can learn something about the world while learning skills." Even beginning readers can participate by reading off the letters in headlines.

Evaluation is based on pre- and post-testing, mastery checks, student program evaluation, and peer evaluation of instructors. These data form the base of the state report and help measure progress toward internal program goals.

One of the unique features of the program is that ABE students are given a health assessment when the initial learning assessment is done. The instructor feels strongly that ABE programs should have a health component since one's health affects learning. Therefore, students are tested for hypertension; those who fail to fall within the normal range are referred for medical treatment at the program's expense.

## CORRECTIONAL PROGRAMS

The population in our country's prisons represent a cross section of those "hard to reach" adults that literacy programs try to recruit and teach. As such, they present a great challenge, but also a great opportunity. Problems include that of space, personnel, and official support for an education program. Inmates are transient, often remaining in one institution only a few months. Like all persons who lack basic skills, inmates label themselves failures. Additionally, however, prisoners suffer from anger and a sense of hopelessness about their lives. Literacy programs, then, have the additional mission of convincing inmates that learning can make a difference.

While programs for adults reading below eighth grade level are mandated in federal prisons, they are largely optional in state institutions. Programs in state institutions must offer "carrots." Sometimes participation in the educational program is tied to a positive parole hearing. Other benefits of participation include a social outlet, a chance to help fellow prisoners as tutors, or a paid job. Participation in a class can be the only "positive feedback" a prisoner gets.

The quality and availability of corrections programs vary greatly. Many states have no programs. Others have highly developed literacy, high school, and vocational offerings. Basic skills classes are usually offered as separate from any existing regular school program. Since there is a greater need for individualization at the beginning level, many prisons use the services of the volunteer organizations to provide beginning reading instruction. Some prisons have formed their own organizational affiliates within the prison walls to better serve the needs of the inmates.

In one respect, correctional programs differ greatly from those in most other sectors. They are more highly structured because of the obvious security concerns and the expressed need to impose order on the lives of the inmates. The highly structured environment is paralleled in the educational program; it is common to issue grades, including "conduct" reports. Inmates can lose the right to attend classes because of poor behavior.

Correctional programs resemble "schools" more closely than any other literacy programs. A far cry from the "empowerment" agendas of the community based programs, correctional curricula are quite traditional. There is a heavy emphasis on "reading, writing, and arithmetic," and an equally strong belief that these will improve the prisoners' quality of life.

Staff at correctional programs tend to be trained teachers or volunteers. Some prisons have developed innovative programs to train inmates as volunteer tutors. In the unique prison environment, the inmate tutor can be especially sensitive and supportive.

In some prison education programs there is a tension between educators and correctional personnel. Instructors have commented that teaching in a prison requires a special kind of toughness. Staff may have to fight the "negative" attitudes of both the inmates and the prison officials.

## PROGRAM PORTRAITS

### 1. NEBRASKA CENTER FOR WOMEN-ADULT BASIC EDUCATION YORK, NEBRASKA

The Nebraska Center for Women is a correctional facility in York, a farming community approximately 60 miles northeast of Lincoln. Students can work in either of two classrooms where the instruction, which is primarily individualized, is provided by the director and one teacher. An average of fifty students are served each year.

All prisoners are oriented to the programs, which include basic skills, GED, vocational training, and college preparation courses, during their first 30 days in the facility. Each student signs a learning contract which specifies daily assignments; those who need additional help are assigned a volunteer aide or an offender aide (volunteer inmates). All learners are provided with counseling which offers encouragement and motivational assistance. The program has a strong network with adult education programs throughout Nebraska -- its major focus is to get released inmates into other programs or into jobs whenever possible.

### 2. SING SING CORRECTIONAL FACILITY
### OSSINING, NEW YORK

Sing Sing Penitentiary is located about thirty miles north of New York City on the eastern shore of the Hudson River in Westchester County. The facility is situated in Ossining, a little town on the highway to the state's capital. The prison school offers programs ranging from literacy to graduate level courses.

The literacy program nearly doubled in size between April of 1983 and March of 1984 and expanded to other areas of the facility. Tutoring is now offered in the chapel, in the school, in the clinic, in one of the administrative buildings, and -- rain or shine -- under a blue tarp stretched out above five desks in the basketball courtyard. The literacy courses serve an inmate population of 2,200, offering basic skills and ESL. Tutors and program staff are recruited and trained from the inmate population. The cost of maintaining a program where inmates teach inmates is quite low. Similar programs are being considered for adoption in other correctional facilities in New York State.

Every tutoring site in the facility offers flexible schedules to accommodate inmates who hold jobs. The program has recently been converted into a full-time, day and night program with incentive allowance consideration for tutors and students. In addition, every site has been equipped with books from a recently closed library of a nearby town. (The library managers agreed to contribute the books if the prison authorities would hire a truck to ship the nearly 20,000 volumes.) Inmates can now freely use the books and, according to the director, have been stimulated by the program's new library to increase their reading.

Graduation and award ceremonies are held three times per year. The inmates' families are invited to join the award presentations, but this is not the only reason why this program has become so popular. As one inmate put it, "this program is the only positive thing in a negative environment"; it offers a "Budding Playwright Contest," Friday afternoon film sessions, a Scrabble tournament, outside guest speakers, and, for participating students, a positive consideration before the parole board.

### 3. STATE CORRECTIONAL FACILITY
### CAMP HILL, PENNSYLVANIA

The state correctional facility is located in the town of Camp Hill on the west bank of the Susquehanna River near Harrisburg, the state capital of Pennsylvania.

Among many other modern facilities, Camp Hill boasts an education building. The extremely well-equipped two story building houses classrooms, a library, and vocational shops. Vocational offerings range from electronics to masonry. The large library is well used by the inmates.

The basic skills program is comprehensive, and serves about 1,200 inmates a year. After testing, inmates have the option of attending "school" to upgrade their skills. For those with very elementary reading and math skills, individualized labs are provided. Instruction is two hours a day, and is diagnostic-prescriptive, using a variety of instructional materials. ABE students with more advanced skills attend self-contained classes with instruction in content areas and life skills. GED classes in math, English, history, and science are conducted much like high school classes. Inmates have the opportunity to take GED tests three times a year at the end of each term. Community college classes are available for qualified inmates.

Several years ago the director of education and some interested inmates established a Laubach Literacy Council at the prison to serve the most educationally disadvantaged inmates. With the help of volunteers from the Harrisburg Literacy Council, inmates were eventually able to establish their own council inside the institution. The Council functions much like others in that tutors are recruited and trained to offer one-to-one instruction to inmates. What distinguishes this organization is that inmates are now qualified tutor trainers, and are able to maintain the organization from inside the prison. The organizers of the Literacy Council have even offered tutor training workshops "outside the walls" in the Harrisburg area. They correspond with other prisons who would like to establish similar Literacy Councils in their institutions.

The director feels that the most important feature of the program is the cooperative relationship between the school and the parole board. The parole board encourages inmates to attend school and offers incentives to do so. Education thus becomes an avenue to success, and a privilege, not a punishment. Many inmates are eager to attend classes and they receive academic rewards.

### 4. CALVIN COOLIDGE HIGH SCHOOL -- SOUTH DAKOTA PENITENTIARY SIOUX FALLS, SOUTH DAKOTA

Calvin Coolidge High School, established in 1958, functioned as a typical high school until 1973. In 1973 the program staff changed the instructional program from a group to an individualized format in an attempt to better meet the needs of the inmates.

The school is located within the prison and is surrounded by cellblocks, the chapel, the hospital, and administrative buildings. Once a prisoner decides to go to school, he meets with the educational specialist to set appropriate goals related to his ability, interests, needs, and time. Initially, the learners attend class for two hours daily, and if they do well they move up to half a day within a week. Eventually a prisoner may request to attend classes one full day a week.

The program serves an average of 300 inmates each year, about half of whom eventually reach their goals. In 1982, the high school graduated 41 inmates and awarded 90 GED's. The staff attribute the low drop-out rate to the fact that the responsibility for learning is placed entirely on the student.

In addition to regular curricular offerings, the staff and students have dubbed Friday "game day." Students and teachers play Scrabble, Trivial Pursuit, chess, and other educationally beneficial games; this provides an opportunity for socializing and interaction in a more relaxed way with peers and teachers.

## EMPLOYMENT AND TRAINING PROGRAMS

Programs in the employment and training sector are the most focused and specific. Because their goals are usually closely related to getting and keeping a job, employment and training programs frequently integrate literacy and job skills. Thus, the approach is not holistic, in that they do not seek to develop the whole person, but only to hone those skills or abilities which the client needs for a specific purpose. Employment and training programs can be situated in industry or at local community based agencies or at colleges or schools. Through the Job Training Partnership Act (JTPA), ABE and postsecondary programs are also getting involved in providing basic skills instruction for job placement.

Employment and training programs can offer a variety of services to their clients: job development (encouraging local businesses to offer jobs to the unemployed clients); job readiness training (teaching clients how to apply for a job, "job etiquette," and work attitudes); and basic skills as they relate to jobs (basic math to use in computing customers' bills; secretarial grammar skills).

Most staff at employment and training sites believe that literacy skills, to be meaningful, must be practical. They feel that learning reading and math skills through real life tasks are both useful and motivational. Unlike students who leave literacy programs with a GED, but no tangible rewards, these students move directly into jobs where they can use their new skills.

On the negative side, however, many employment and training programs are hard to qualify for, and they are few in number. Funding agencies apply pressure to process clients quickly and place as many in jobs as possible. Consequently, the hardest to employ are not always served by these programs.

The involvement of industry with these programs is spotty. Prudential sponsors a secretarial skills program in Newark, New Jersey by providing office space, machines, and some jobs. Other large corporations, however, have abandoned programs they once sponsored as the glut of college graduates makes it uneconomical to train the least qualified.

Staff at employment and training programs come from a variety of backgrounds: public schools, alternative schools, employment counseling, and industry. The ability to translate basic skills into job competencies is an important prerequisite to working in an employment and training program.

## PROGRAM PORTRAITS

### 1. VOCATIONAL EDUCATION SPECIAL PROJECT
### REDWOOD CITY, CALIFORNIA

The Vocational Education Special Project is located in Redwood City, but coordinates a number of satellite programs in San Mateo County. Among these are the Opportunities Industrialization Center West (OICW) in Menlo Park and a satellite in Burlingame which teaches clerical skills as part of the San Mateo Adult School.

The OICW provides a partnership training program between the community and industry to prepare the unemployable for jobs. It is modeled after the Opportunities Industrial Center in Philadelphia, created by the Reverend Leon Sullivan. OICW operates a comprehensive training and job placement program, which also includes basic education, tutuorial assistance, self-directed job search, and supportive services. Supportive services include day care, early education, and a nutrition program. The program serves a high percentage of Black and Hispanic clients, including many AFDC recipients, handicapped, parolees, women, those under twenty-one, and those with less than twelve years of schooling.

The program advertises itself as offering "free job training" and "free job placement" and conducts outreach activities to find clients needing job skills and training for employment. Eighty-five percent of students who enroll in the program get full-time jobs, and according to follow up information provided by the staff, the program boasts a retention rate of 80-90%.

Orientation includes interviews, testing, and goal setting, which yield a "development plan" for each student. In addition, each student is assigned a "team" to ensure successful program completion. Team members include the student, the instructor, the counselor and the job developer. They meet regularly to plan career paths, discuss problems and assess the students' progress.

Entry Testing includes the California Test of Basic Skills (CTBS) and an Entry Standards Assessment (ESA) developed with vocational instructors for each training course. The ESA is an assessment to determine if the applicant has the basic skills needed for a specific job; a score of 85% is required to enter an area of vocational training. For students who fail to meet this standard, the Basic Skills Brush Up course (BSBU) provides students the opportunity to improve reading, math, and writing skills. The instructional system is built around a taxonomy of 500 measureable basic skills objectives. Students work only on skills they need to move into job training.

Once clients have completed the program they are placed in a training position. Follow up is conducted at 30, 90, and 180 days following placement. The program's evaluation shows that while disadvantaged clients in general are more "at risk" in training programs, those who completed four and a half weeks of job-related skills instruction finished vocational training at a 14% greater rate than their advantaged counterparts.

### 2. JOBS FOR YOUTH -- BOSTON, INC.
### BOSTON, MASSACHUSETTS

Jobs for Youth (JFY) is located in Park Square, in the heart of downtown Boston. The program occupies a suite of rooms on the third floor of a large grey stone office building. JFY offers three services for out of school youth: job development, employment counseling and educational services. JFY works with local business to provide entry level jobs in hotels, restaurants, small factories, and shops. In addition to placing and supervising about 600 out-of-school youth on jobs, Jobs for Youth offers an optional educational component. The Jobs for Youth educational component is competency based. It includes basic skills and GED preparation, life skills units, and employability skills. The staff are now preparing an "employability transcript" which lists all the competencies which students must master before they are placed on jobs.

If students wish to choose another educational alternative, they are referred to another program in the area, possibly closer to home or more accessible by public transportation. Students remain at Jobs for Youth for job placement, however.

This year, under a JTPA grant, Jobs for Youth is conducting a program with youth from a Boston housing project. They are also pilot testing a competency based GED curriculum which the staff completed this past summer.

Jobs for Youth also has a technical assistance service. Their goal is to help educational and youth programs establish job development and related counseling services. This year they have also begun to offer technical assistance in the writing and development of competency based curriculum and assessment.

### 3. CLERK TYPIST SKILLS PROGRAM, NEWARK PRIVATE INDUSTRY COUNCIL AND PRUDENTIAL INSURANCE COMPANY
### NEWARK, NEW JERSEY

The Clerk Typist Skills program is located in the Prudential Insurance building in downtown Newark, minutes away from city hall and easily accessible by public transportation. It is just one of many job training programs developed by the Newark Private Industry Council in cooperation with federal and state government and private industry employers. The program exists on a joint funding basis involving JTPA funds and Prudential's donation of space, equipment, and expertise.

The training site at Prudential is a large classroom with desks and typewriters. The clerk typist program is intended for disadvantaged, low-income, and underemployed residents. Initially it offered only training in typing, but added a comprehensive basic skills component after many trainees demonstrated weakness in English and math skills needed for entry-level clerical positions.

The program prepares students for employment by teaching secretarial skills, typing, grammar, spelling and vocabulary, business math, and basic office management skills. Because students work and mingle with other Prudential employees, they quickly learn the appropriate dress and demeanor expected of employees in a corporate setting.

Students attend the twenty week course five days a week for six hours each day. New students are carefully screened with an eye to eventual employment. Suitable placements are arranged by the Newark Comprehensive Employment System and the course instructor.

## MILITARY PROGRAMS

Despite the fact that virtually all recruits have high school diplomas, basic skills instruction remains a necessity in all branches of the armed services. Like correctional programs, education is less a "choice" than it is in the outside world because it affects upward mobility and promotion. In the services, a soldier's score on the General Technical (GT) exam determines his or her eligibility for job categories and advancement. Many personnel do not have the skills or background to achieve a passing score on the GT exam. Therefore, many soldiers enroll in basic reading, writing and math courses on base.

Classroom instruction, although frequently individualized, tends to look very much like traditional schooling in that the teacher plays an important authoritative role. The standard curriculum of reading and math skills has been somewhat reoriented in recent years so that basic skills are presented in a military context. Vocabulary exercises, for example, would teach military words which would be practical and necessary for success. Reading exercises might focus on the sequence of directions in assembling a rifle.

The goals of military programs, then, are to improve basic skills and to help soldiers qualify for advancement. Even though funding is virtually guaranteed, many programs complain that it is wholly inadequate to the demand for services. As a result, some programs have been driven to short cycles of instruction in order to meet as many needs as possible. Military reassignment schedules also complicate offering courses of sufficient length to guarantee improvement.

Instructors in military programs are typically trained civilian teachers with experience in public schools. A credential is usually a condition of employment. Volunteers are not used. Teachers and counselors are keen on helping disadvantaged recruits "make it" in the service and often must intercede with officers who denigrate soldiers in the remediation programs. Military programs are offered all over the world and at sea. The armed services often contract with United States' colleges and educational institutions to write courses and to provide trained teachers. In addition, all the services fund educational research for military basic skills and training programs.

## PROGRAM PORTRAITS

### 1. ACADEMIC REMEDIAL TRAINING
SAN DIEGO NAVAL TRAINING CENTER
SAN DIEGO, CALIFORNIA

The Academic Remedial Training (ART) program is located in a two story pre-World War II wooden barrack at the San Diego Naval Training Center. The program is managed by three Civilian and six military staff assigned to the Center and operates five days a week, six hours per day. All ART instructional staff have both academic credentials and teaching experience. In fact, most are reading specialists.

The program's main purpose is to upgrade the recruits' academic skills sufficiently to pass basic training. Therefore, all recruits who test at the 7.5 grade level or below on the

Gates-McGinite Reading Test are required to attend the program. As a result of testing, approximately five percent of all navel recruits actually are ordered to the ART program. The average length of time spent in ART, anywhere from thirteen days to four weeks, varies for each recruit and is determined by the severity of their skill deficiency. Special requests for extending the time in ART to six weeks for recruits with potential are determined by the Entry Level Review Board.

There are ten developmental academic competencies that recruits must master; recruits who do not succeed receive special tutoring in the evenings. Some recruits who do not succeed in the compensatory program are dismissed from the Navy.

## 2. JOB ORIENTED BASIC SKILLS
SAN DIEGO NAVAL TRAINING BASE
SAN DIEGO, CALIFORNIA

The JOBS program is located at the San Diego Training Base, four blocks away from the Academic Remedial Training program. The JOBS program was developed in 1977 and first implemented in 1981 to remediate the reading deficiencies found among Navy recruits who were not eligible for the Naval Technical Training "A" Schools.

JOBS provides four to eight weeks of preparatory training to remediate these skill deficiencies. The rationale for the program is that the identification of job oriented basic and prerequisite skills and an appropriate instructional program increase the recruits' chances of successfully completing the "A" schools. It also serves the primary purpose of providing desperately needed, technically trained personnel. In this way the Navy hopes to counter the present shortage of adequately trained sailors in their fleet.

Presently there are nine staff working in the program, four civilian instructors and five military. During peak enrollments the program employs up to twelve civilian and nine military instructors. Like the ART program, JOBS hires all civilian instructors through the San Diego Community College District. They are certified and have backgrounds in reading and linguistics, and all have served in the Navy at one time or another. They teach eight hours daily, five days a week; special assistance is available in the evenings upon request and taught by a part-time instructor.

### 3. BASIC SKILLS EDUCATION PROGRAM (BSEP), ARMY EDUCATION DIVISION FORT BRAGG, NORTH CAROLINA

Fort Bragg is located near Fayetteville, North Carolina. The headquarters of the Army Education Division is located in an old Victorian brick building. All personnel at the center are civilians, and staff strive to maintain an informal atmosphere.

BSEP serves up to 4,000 students every year in six-week cycles. Practitioners here estimate that of nearly 40,000 men stationed at Fort Bragg, nearly half need remedial education. The curriculum is individualized and self-paced, but demanding; it is, moreover, written within the context of military life and work, and strictly competency based.

The goal of the program is to enable soldiers to raise their skills to a ninth grade level. Those who do so can perform well on the General Technical exam, which in turn makes them eligible for a continued career in the armed services.

Several satellite programs, although much smaller in size, are spread over the base, usually housed in barracks with four to six classrooms. BSEP works in close cooperation with the Fayetteville Technical Institute with which it shares resources, personnel, and students; BSEP is open to civilians for a nominal fee.

## 4. FUNCTIONAL SKILLS PROGRAM, PHILADELPHIA NAVAL BASE PHILADELPHIA, PENNSYLVANIA

The "Navy School," as the program is called, is located on the third floor of a large building on the Philadelphia Naval Base. Most sailors who participate in the Functional Skills Program do so voluntarily, although some students enrolled in the Navy "A" School on the base are referred for remediation in reading, math and English.

Part of the program is conducted in the Navy jail, or brig. A large classroom and a 6,000 volume library are important resources for the voluntary educational program there. The program enjoys the strong support of the commanding officer of the base and his subordinate officers as well.

Recruitment is conducted by the military education services and by the program staff (staff even meet ships as they come into port to recruit and inform sailors and commanding officers). Orientation is held monthly.

Navy personnel who score below the 12th grade level on the California Achievement Test and the Gates-MacGinite Reading Test are eligible to participate. In addition to those standardized instruments, pre- and post-tests are incorporated into learning modules developed by the American Preparatory Institute (API) in Killeen, Texas. The competency based tests are used to diagnose and assess learning needs and progress respectively.

Instructional methods vary from individual conferences with the instructor to small group discussion, class lecture, and peer tutoring. The core curriculum is sets of modules developed by API. These are supplemented by texts and realia. Many methods of program evaluation are employed. These include self-studies, opinion inventories, student critiques, direct observation of classes, and statistical reports on students.

Staff at the program all share a background in special education, which they feel is very beneficial in teaching disadvantaged adults. Other factors which they feel are responsible for the success of their program are quality and congeniality of staff, good materials, command support, and their enthusiasm in selling the program to prospective students.

# CHAPTER 3.

# EIGHT PROGRAM COMPONENTS

# RECRUITMENT

# RECRUITMENT

## INTRODUCTION

The first step toward literacy is often the hardest for the undereducated adult. Many adults who consider returning to school live outside the mainstream of society. They often fear new experiences, people, and challenges. And for good reason. Thoughts of school often evoke feelings and memories of shame, failure, and humiliation. It is not surprising, then, that literacy programs face a formidable task in attracting and retaining the disadvantaged adult learner. Programs which take this responsibility seriously work hard to reach out to learners who cannot easily seek help on their own. They try to make that first step easier.

Programs contribute to a comfortable first step by "shooting straight" with adult learners. When programs accurately portray what they can offer adult illiterates and which kinds of learners are most likley to be successful, a climate of honesty and respect is established from the first encounter. How programs arrive at "shooting straight" with potential adult learners is part of a major, on-going process of program definition.

In order to portray a clear vision of educational goals and philosophies, programs need to be able to describe themselves from beginning (recruitment) to end (program evaluation). The linking chain metaphor serves as a useful visualization of how each link or program component is in itself strong and yet it is interdependent upon the other parts of the chain or total program. Just as severing one link would automatically weaken the chain, each link must be individually complete to maintain the balance of parts.

Recruitment is the first link in the program chain. Programs develop recruitment strategies for two different but complimentary reasons. The first reason is to inform and attract students who need educational services. The second reason is to place the program's name in the public eye. Public relations campaigns benefit programs by attracting community support, volunteers, funding, and in-kind donations. They also serve to "spread the word" to social service agencies, community groups, and employers that come in contact with adult illiterates.

The recruitment process, although designed to encourage the first step taken by the learner, is still beset by problems. On the one hand, the disadvantaged adult often has a multiplicity of economic, family, and personal problems which are not easily overcome regardless of motivation. These life issues can effectively dissolve the energy required to take the initiative. That first step can still be too hard for some learners. On the other hand, programs share the blame because they fail to provide accurate information to potential adult learners. When programs promise what they cannot realistically deliver, when they create potentially long waiting lists, when they fail to meet the needs of the diversity of learners they solicit, they put a "break" in the first link of the program chain.

Retention begins with the first critical contact between learner and program. "First impressions" and "new beginnings" are critical, and adult educators know that an opportunity gone sour is hard to retrieve. Consequently, it is with considerable attention that most programs turn to recruitment techniques and their effectiveness in attracting and retaining students. In this section, we have distilled and present the most prevalent techniques used by literacy programs visited. A discussion of the appropriateness of these recruitment techniques to the goals of literacy programs is presented. Our conclusions examine the implications for literacy recruitment which have been distilled from the successful practices of our selected sites.

## RECRUITMENT TECHNIQUES FOR WIDE DISSEMINATION

### Print

Newspapers, posters, brochures, flyers, and bulletins are all effective ways programs widely disseminate information about their services. Newspaper articles give a program exposure and/or alert a community to its existence and mission. "Sitting down and writing an article is not going to cost me anything," explains the director of volunteer programs in the rural Northeast. "People come up to me all the time telling me 'Oh, I read your article and I told so-and-so about it,' and they send someone over!" One postsecondary program had great success with an article entitled

"Earning A Diploma: As Easy as Watching TV." The staff of this program was convinced that the advantage of their publicity is that it enlists a large section of their community in helping them reach potential students.

Programs also advertise their services or special events through posters, brochures, and flyers, which contain simple, easy-to-read language, or, in some cases, non-verbal advertising designs. Equally common and no less effective is the effort made by some programs to publish specifically for minority populations through community bulletins, or through employers in industries that hire low-skill labor. Several programs recruit directly within companies by distributing flyers, by sending infomation packets to the employers, or by starting classes in those industries.

In addition to contacting the public through print means, programs have also been successful in reaching potential students through communication with social service agencies. Specially designed forms distributed to agencies like rehabilitation programs inform them about literacy services and can help those agencies select the most appropriate clients for services. Better referrals make programs and students more successful.

Print can be an inexpensive and effective means of informing the community and public service agencies about literacy programs. Newspaper articles and brochures can reach diverse audiences and produce unanticipated positive results. Many programs recruit tutors this way, since they are likely to be reading newspapers and involved in community service. However, print is not equally efficacious in attracting learners for an obvious reason. Non-readers do not turn to written sources like newspapers or even bulletin boards for information. Rather, they are more likely to seek information through media.

## Media

Public Service Announcements (PSA's) and informational programming on radio, television and cable are used variously by programs to recruit potential students. PSA's, though widely used in rural areas especially, appear to yield mixed results. Other literacy programs, notably some in big city areas, have become disenchanted with radio PSA's because of the problem of airing them at the correct time. Backlogs on the radio station can postpone ads and cause them to be broadcast just when a program has completed a recruitment drive. As one urban director comments, "You may just have received 500 calls and you have to yell, 'Stop, take them off!' because [we] can't cope with the response." Another difficulty with PSA's is that they reach an unpredictable number of people in a large geographic area. Programs often receive calls from learners 30 to 50 miles away who do not have access to transportation. Recruiting learners who cannot be accommodated is irresponsible and breaks the first link in the program chain. Moreover, programs are not likely to retain learners who must wait for unspecified lengths of time before they can even participate.

Numerous programs do point to their effort to apply the medium to more specific audiences because they use, for example, black or Hispanic radio stations or those popular with specific student populations. Although radio stations which promote selected types of music like rock, soul, or reggae attract specific populations, airing PSA's on these radio stations can cause problems according to an urban director. Apparently, some potential learners decide spontaneously to join a program because the PSA happened to be aired on their favorite station and because the program happened to be in their neighborhood. Therefore, even though the announcement attracted the "hardest to reach," potential learners' impulsive decisions to join a program are usually short lived and dropping out among these kinds of new recruits is high.

"Generic" PSA's and those targeted at specific "hard to reach" groups must be used with care. One solution to this problem is to use spots designed specifically for the community and to detail the type of learner best suited for the resources a program has to offer. This technique focuses the recruitment effort and results in calls from the target audience.

Gradually programs are adding television to their recruitment and public relations efforts. Some have produced documentary films which have been aired over local cable and national public and commercial networks. Their success is rooted in the fact that the "typical" ABE or GED student turns first to media for information. One postsecondary program in the East ventured to produce a documentary about what their literacy program offered the community. The one hour film featured students telling their stories -- what promoted them to come to the program, how their feelings about themselves had changed, and what the program had meant to them. The film was broadcast locally and has also been used in tutor and inservice training sessions. Another program used the donated services of a graduate student in filmmaking at a local university to produce a spot for local cable TV. [For more specific information see Television Technologies In Combating Illiteracy, a monograph by Marchilonis and Niebuhr, National Adult Literacy Project, 1985.]

Asked to evaluate the effectiveness of TV documentaries, the director of a community based program agrees that TV helps to create an image which people remember. Using audio-visual means to present a program to potential learners and to show them the success stories of others like themselves is a compelling means of recruitment. In rural areas especially, television could be efficient in spreading the word about literacy programs. Few literacy organizations have explored the great potential of instruction on local television, although many are interested.

Despite its possible advantages, recruitment through television is still relatively rare, and in many cases, beyond the means of a literacy program. Like radio PSA's, the impact of television is hard to control. Advertisements and documentaries may well attract more learners than the program can accommodate, leading to discouragement of the very learners who most need services.

In sum, both print and media are most effective for certain recruitment goals, since their potential for reaching large audiences is well documented. These techniques are best used in the following situations:

- when programs seek to conduct large public information campaigns;
- when new programs wish to spread the word about their services to students, tutors, and local community organizations;
- when programs add a new educational component, such as English As A Second Language; and
- when programs want to target a new population or spread the work about their services into a new neighborhood.

Because of their far-reaching effects, however, print and media should be monitored closely and used with caution.

## SPREADING THE WORD IN THE COMMUNITY

Using people and organizations within the community is one of the most effective recruitment techniques employed by a majority of our sites. Personalizing the message is essential, many think, to recruiting and retaining learners. Programs have devised many ways to reach potential students through friends and institutions within their own community. Some of these are: networking, canvassing, special presentations, and word of mouth.

## Networking

Networking is tapping the resources and organizations in a community to spread the word about a literacy program. Information reaches learners via networks of friends, relatives, neighbors, churches, employers, or agencies. In order to establish networks, a program must make a conscious effort to establish and cultivate ties within the community, be it civic, military, or within a correctional institution. Each milieu places different demands on programs. Nevertheless, "programming has to work at the community level and be tied into its institutions," insists a program director in the Midwest.

One way to work within the community is to set up partnerships with organizations who work with disadvantaged adults. Corporations or human service agencies are likely candidates. Such organizations may donate space, equipment, and much needed expertise to the program. One literacy system on the West Coast has evolved by organizing class sites in libraries throughout the county, serving nearly 10,000 people annually. A corporation in the East donates space, typewriters, and supplies to an employment and training program which provides clerical training. The corporate setting is attractive to potential clients who see it as a chance to work (and perhaps get a job) in a large company. Such opportunities circulate very quickly through the grapevine and cannnot be underestimated as a recruitment tactic.

A third example of a partnership for a public adult basic skills program is found in New England. State department of education officials agreed to locate a regional ABE program in the building of another state agency. This agency is involved with low income people in the region and employs ten outreach workers who know the population and maintain constant contact. The advantage for a literacy program in setting up a partnership with this agency is that the agency's outreach workers provide "instant recruitment" as many of their clients indeed need literacy training.

## Needs Assessment and Canvassing

Needs assessment provides essential data on the demographic, ecocnomic, and cultural characteristics of an area in which a program hopes to operate. By conducting an assessment, a program can ensure where and for whom literacy training is needed. For example, from it a program can determine if residents will use a particular type of program and whether or not residents need job related training. One program discovered that the greatest need in their community was an education program for women.

Conducting a needs assessment is often the first contact a program has with its potential clients and, therefore, the program is frequently presented in a sympathetic light. In the words of one program director, "You are planting the seeds." Because personnel are seeking information on the needs of the local population, they are seen as allies rather than outsiders. The information they gather helps them target programming for community needs, hopefully guaranteeing relevant services. Ultimately, needs assessments are a subtle, practical and inexpensive way to recruit. Assessments answer the questions: Who should be recruited? What are their needs? And how can potential students be attracted to and convinced of the usefulness of a program?

Canvassing is sometimes closely allied to needs assessments. Some techniques used in canvassing include talking to passers-by, knocking on doors, and stapling posters on telephone poles and bulletin boards. One community based literacy program in the Midwest takes to the streets twice a year to stage a recruitment campaign. They divide the town into sectors and then go out to talk to every business and social service agency in town. These canvassing campaigns are planned with census data and personal knowledge of the area, and visibly increase the numbers of recruits while at the same time bolstering the program's public image.

Canvassing is the most direct means of recruitment and may be the most believable one as well. Street life is a very important aspect of community life and occasional visibility alone can lay to rest any recruitment worries.

## Special Presentations

Many program directors report that meeting and speaking to groups like Kiwanis, United Way, the "Y," and church groups is an extremely reliable way of providing information, extending the network, and raising funds. Because a program can tap into so many different networks by speaking to groups, those who do so rate it highly as a way to "spread the word" effectively. Some practitioners also use videos, audio-cassettes, slides, and printed material to augment an oral presentation. However, the personal contact with the "ambassador" from literacy programs is the most important feature in any presentation.

Some techniques like personal presentations occur sporadically and with varying results in the number of learners recruited. Repetition, then, is the key to a good return over an extended period of time. That is why some programs plan a yearly schedule of recruitment activities and target specific months for such things as personal presentations, luncheons, and meetings. (For an illustration, see "A Month-By-Month Schedule for Public Awareness Activities" at the end of this section.)

## Word of Mouth

The most personal of all recruitment strategies is learning about a program from another "satisfied customer." Personal endorsements provide learners with first hand information that a program works. When this "customer" is a friend, relative, or respected community resident, recruitment becomes a self-generating process. One director who sustains a highly successful public relations effort endorses word of mouth as her most successful technique. "Quality sells itself," she comments.

A counselor who works with out-of-school Black and Hispanic youth illuminates the role of the grapevine this way: "In this day and age, the reputation on the street level is extremely important . . . . We are some honest, straight-up people and we present ourselves that way, and we prove it!" With this kind of network operation, many directors take care to prepare their staff and volunteers to support the public relations image of the program. Word of mouth recruiting is at work, moreover, no matter what care a program takes to maintain its reputation. Rumors about the consistent poor performance of tutors or teachers escapes easily into the community grapevine. As a result, word of mouth is the most simple, inexpensive, and effective means of attracting learners.

Although most programs attest to the usefulness of recruitment techniques, well-established programs often do little or no recruitment because their reputation guarantees them a client population. "We've been here fifteen years now, and the neighborhood knows we are here," says a postsecondary director in the Northwest. In fact, some programs only conduct very focused recruitment campaigns in order to attract specific ethnic groups or particular types of learners. Surprisingly, limited recruitment may be a sign of a very successful program -- a program that has analyzed its strengths, has targeted those learners it can help, and has built its community reputation on delivering what it promises.

## CONCLUSION

To some this description of limited recruitment smacks of "selective recruitment," a controversial issue in the literacy field. As a matter of fact, however, programs are often quite selective of whom they admit even if they deny conducting selective recruitment. "Selective" may be misleading if the reader assumes the term to apply to certain personality traits or individual characteristics. Programs we visited clearly state that selective recruitment, for them, implies a matching of learners' needs to the capabilities of programs.

Many other practitioners reject selective recruitment in the name of democracy or good works. Instead, they enforce an open door policy in which they strive to be all things to all people. They argue that students may be permanently discouraged if they are turned away, even if learners are referred to other programs. However, they neglect to address the reality of actually delivering educational promises made to learners and the resultant quality of services delivered. Programs that promise all things to all people, in fact, cheat a percentage of learners because they simply cannot serve them in the ways demanded. It is a more serious charge to default on promises made than to honestly counsel those you cannot serve. One community based educator explains his recruitment philosophy this way:

> "I am not saying 'eliminate' anyone. I think in terms of high risk/low risk. When you have limited resources and you have a feeling who you could work with most effectively, in terms of teaching people how to read, then that's the way to go. Some call it 'creaming' . . . creaming to make a program look good for funders and creaming to be effective are two different philosophies. I have never turned anybody away without explaining exactly why. Selective recruitment means that you as a group know what you are best capable of doing and for whom."

How program practitioners determine what they do best and for whom becomes a determining factor in establishing a strong first link, recruitment, in the chain of literacy services. To many this means asking themselves some very hard questions about whom they can best serve, and how these individuals can be recruited. The selection of appropriate and effective recruitment strategies is critical to this process. Some general suggestions follow. Before selecting recruitment techniques, be cognizant of their potential to attract the numbers and types of learners you seek. In a large start-up campaign, multiple use of a variety of media are useful since the goal is to build wide recognition in all sectors of the community. Bear in mind, however, that learners are not regular readers of print materials and that audio-visual or more personal techniques are more likley to capture their attention. Written materials are more effective in attracting tutors and informing the local and business community about your efforts.

Be careful to target media to geographical areas close enough to the site so that it is accessible to potential students by local transportation. Ensure that public service announcements coincide with your recruitment campaign. The "cost" of free publicity is great when it damages the reputation of the program and discourages the very population you wish to serve.

Distinguish between the need for initial "media blitzes" and effective methods for ongoing recruitment. Decide which populations or what type of learners you serve best and design tactics to tap these sources. Once established, remember that personalizing your message is one of the most effective strategies for attracting new students. Using "known" and trusted individuals is the best way to inspire confidence in new learners.

Consider how you might establish a twelve month calendar of recruitment activities with emphasis on those areas which may need developing. Included in this strategy should be building strong community ties. Community support is a vital link in recruitment, retention, and ultimate program survival. Establish and cultivate community links carefully. Remember that good news spreads quickly, whether the source is a successful learner or the president of a local corporation.

Recruitment, as we have said, is inextricably linked to goal setting, pubic relations and fund raising, as well as to orientation, program development, and evaluation. Poor recruitment planning threatens the success of literacy programs whether it be in the form of long waiting lists created by uncontrolled PSA's or dropping enrollments due to inaccurate program representation of itself.

If we are to take recruitment seriously, we must acknowledge the degree to which recruitment lays the foundation for a program's future. Moreover, in a society where educational credentials and literacy are the rule and not the exception, it is critical that literacy programs command as much success as humanly possible in their initial outreach efforts to illiterates. Thus, implications for an effective recruitment process are four-fold:

1. Begin with the needs of the community. A needs assessment and early community involvement define recruitment strategies, program design, and ultimate evaluation of program success.

2. Select appropriate recruitment strategies. Are you recruiting for program start-up, maintenance, or for establishing a new component-like a job training program? Who is the target audience-learners, tutors, or community leaders? Select which techniques best reach your target audience. Utilizing more than one technique might be required.

3. Tailor the message. Be simple and straightforward, keeping in mind reliability, relevance, and accessibility.

4. Make recruitment a dialogue between the community and other constituencies. As a communication tool, recruitment can enlist the support of citizens, employers, and state and federal agencies. The message must be frequent, believable, and responsive to community needs.

# AN ILLUSTRATION OF A MONTH-BY-MONTH SCHEDULE FOR PUBLIC AWARENESS ACTIVITIES

This plan, developed by the Lafayette Adult Reading Academy, Lafayette, Indiana, can be implemented by professional or trained clerical staff. It was designed to target student and volunteer recruitment and to spotlight program activities and accomplishments on a regular basis.

# GUIDELINES FOR MONTHLY PUBLICITY ACTIVITIES

JANUARY -- In January, emphasize the feeling that many people have to begin new activities:

1. Student Recruitment:
   - a) Send out Public Service Announcements (PSAs) to radio and TV stations.
   - b) Call the *Journal & Courier* education reporter and offer to provide information for a story on the adult basic education student.
   - c) Contact at least two local social service agencies to renew procedures for student referrals.
   - d) Send program information or announcement to the *Journal & Courier* column "In the Greater Lafayette Limelight."
   - e) Call TV 18 *Midbreak* hostess Diane Ward and offer to appear on the program.
   - f) Send brief information to McDonald's for inclusion on food tray liners.

2. Volunteer Recruitment: Results of efforts begun in December for Purdue volunteers should be apparent in January.
   - a) Call the Volunteer Bureau (Marcelle Eddy) and advertise specific volunteer needs or dates for training sessions.
   - b) Send information on training sessions to "Et Cetera" column in *Journal & Courier*.
   - c) Call the *Purdue Exponent* and offer to provide information on the volunteer credit option.

3. General:
   - a) Call Phil Connelly in West Lafayette (Editor of *Adult Horizons* newsletter) and offer to submit an article or news brief.
   - b) Begin work on a mailing to area clubs, offering to give program.
   - c) Prepare Quarterly Report on PR efforts.
   - d) Give talks as scheduled.

FEBRUARY -- Assess program needs for volunteers and students; plan publicity efforts accordingly.

1. Student Recruitment:
   - a) Send out (PSAs) to radio and TV stations.
   - b) Contact at least two social service agencies to renew procedures for student referrals.
   - c) Send information for McDonald's food tray liners.
   - d) Take information sheet to Welfare Department for insertion in monthly recipient checks.

2. Volunteer Recruitment:

   a) Call the Volunteer Bureau to advertise specific needs or dates for training sessions.
   b) Send information on training sessions to "Et Cetera" column in Journal & Courier.
   c) Send out PSAs to radio and TV stations.
   d) Mail letters to clubs and churches offering to give program.

3. General:

   a) Begin planning for Volunteer Week (April); select nominees for Governor's Awards.
   b) Compile accomplishments to date for Lafayette School Board information packet.
   c) Maintain PR files.
   d) Give talks as scheduled.

MARCH -- Student numbers usually peak this month; concentration on volunteers and community awareness.

1. Student Recruitment:

   a) Send out (PSAs) to radio and TV stations.
   b) Contact two social agencies or local businesses to renew referrals.
   c) Send names of GED recipients to Journal & Courier "Honor Roll."

2. Volunteer Recruitment:

   a) Send "Table News" articles to Purdue dorms.
   b) Send PSAs to Purdue dorm radio stations.
   c) Follow up on letter to clubs and churches if no response to date.
   d) List needs with Volunteer Bureau.
   e) Send dates of training sessions to Journal & Courier "Et Cetera."
   f) Call Channel 18 TV to request coverage of Volunteer Luncheon.

3. General:

   a) Mail press releases to Journal & Courier on staff honors, talks, publications, etc.
   b) Finalize plans for Volunteer Week, including working with Marcelle Eddy at Volunteer Bureau and submitting nominees for the Governor's Awards.
   c) Maintain PR files.
   d) Prepare Quarterly Report on PR efforts.
   e) Give talks as scheduled.

APRIL -- National Volunteer Week is this month.

1. Student Recruitment:

   a) PSAs to radio and TV.
   b) Continue social agency/business contacts.
   c) McDonald's tray liners (to appear in June).

2. Volunteer Recruitment:

   a) List needs of Volunteer Bureau.
   b) Send dates of training sessions to Journal & Courier "Et Cetera."
   c) Special recognition of volunteers during National Volunteer Week:

      1. Reading Academy luncheon
      2. City-wide Banquet
      3. Send names of Governor's Award Honorees to Journal & Courier "Honor Roll."

3. General:

   a) Begin preparation for Student Recognition Night to be held in June.
   b) Maintain PR files.
   c) Give talks as scheduled.

MAY -- Emphasize student recruitment.

1. Student Recruitment:

   a) PSAs to radio and TV twice.
   b) Contact the following agencies to let them know of RA summer schedules:

      1. Jefferson High School
      2. Juvenile Court and Probation
      3. Cary Home
      4. Thompson House
      5. Revington House
      6. International Center
      7. Catholic Charities
      8. CETA
      9. Other

   c) Call Journal & Courier education editor and offer to provide information for story on adult education and Student Recognition Night.
   d) Call Channel 18 TV to request coverage of Student Recognition Night and to offer to do Midbreak program.
   e) Work with current students to recruit new students.
   f) Begin planning a flyer to go in The Mailbox in June or July.

2. Volunteer Recruitment:

   a) Send information on volunteer training to city churches likely to provide volunteers.

3. General:

   a) Continue plans for Student Recognition Night, including requests for press coverage.
   b) Give talks as scheduled.

JUNE -- Continue student recruitment and Purdue volunteer efforts.

1. Student Recruitment:

   a) Take RA signs to Community Centers, stores, agencies, etc.
   b) PSAs to radio/TV twice.
   c) Continue with agency/business contacts.
   d) Take information sheet to Welfare Department for insertion in monthly checks.
   e) Send names of honored students to Journal & Courier "Honor Roll."
   f) Work with current students to recruit new students.
   g) Send info to Journal & Courier "In the Greater Lafayettte Limelight."

2. Volunteer Recruitment: If student enrollment is low, the need for volunteers may lessen.

   a) Send "Table News" articles to Purdue dorms.
   b) Send PSAs to Purdue dorm radio stations.
   c) Call Purdue Exponent to offer information on an article about the volunteer credit option.
   d) Send training sessions information to Journal & Courier "Et Cetera."

3. General:

   a) Hold Student Recognition Night.
   b) Maintain PR files.
   c) Give talks as scheduled.

JULY

1. Student Recruitment:

   a) PSAs to radio/TV twice.
   b) Businesses and agencies contacts.
   c) Send information to Journal & Courier "In the Greater Lafayette Limelight."
   d) Contact Group Homes and Cary Home about summer tutorial help with youth.
   e) Distribute flyer in The Mailbox.

2. Volunteer Recruitment:

   a) Analyze status of social agency contacts and referral; increase efforts if necessary.
   b) Send letter offering to area church/service clubs to give program.
   c) Maintain PR files.
   d) Give talks as scheduled.

## AUGUST

1. Student Recruitment:

   a) PSAs to radio and TV twice.
   b) "In the Greater Lafayette Limelight."
   c) Send new information for McDonald's tray liners.
   d) Call Jefferson High School to renew contacts for credit referrals. (Work with RA staff person in charge of credit program.)
   e) Contact churches for referrals; send information for bulletins and newsletters.

2. Volunteer Recruitment:

   a) Mail information to various Purdue groups at end of August:

      1. Table News
      2. Dorm Radio Stations
      3. HSSF Counselors
      4. The Greek newsletter
      5. The Married Student Chronical

   b) List volunteer needs with Volunteer Bureau.
   [illegible] Send training sessions dates to Journal & Courier "Et Cetera."
   d) Send brochures for Purdue Women's Club Newcomer packets.

3. General:

   a) Work with local council of International Reading Association to plan and publicize Literacy Day.
   b) Send information to Adult Horizons Phil Connolly.
   c) Maintain PR files.
   d) Give talks as scheduled.

SEPTEMBER -- Literacy Day is September 8.

1. Student Recruitment:

   a) PSAs
   b) "Greater Lafayette Limelight."
   c) Contact two social agencies.
   d) Work with Jefferson High School credit referrals.
   e) Contact Community Centers -- take posters, brochures.
   f) Contact St. Thomas Aquinas and International Center at Purdue.

2. Volunteer Recruitment:

   a) Call Purdue Exponent and offer information for a story on credit option for volunteering.
   b) Send information on credit option and training dates to Exponent "Daily Memo."
   c) Schedule talk at YWCA Newcomers groups.
   d) List volunteer needs with Volunteer Bureau.
   e) Participate in Purdue HSSE Day.

3. General:

   a) Participate in Literacy Day Activities.
   b) Plan coffee/open house for church social agencies, media, etc. as a thank you for services.
   c) Maintain PR files.
   d) Talks as scheduled.
   e) Prepare Quarter PR Report.

OCTOBER

1. Student Recruitment:

   a) Contact Head Start to recruit parents for GED class.
   b) PSAs
   c) "Greater Lafayette Limelight."
   d) Contact two social agencies.
   e) Take poster, brochures to Food Stamp office.
   f) Put signs on city busses (four routes) if funds available.
   g) Send names of GED recipients to Journal & Courier "Honor Roll."

2. Volunteer Recruitment:

   a) List needs with Volunteer Bureau.
   b) Send dates of training sessions to Journal & Courier "Et Cetera."
   c) Schedule talk with Purdue Student National Education Association (SNEA).

3. General:

   a) Maintain PR files.
   b) Talks as scheduled.
   c) Send out press releases on staff activities.
   d) Send update of accomplishments to Supt. LSC.

NOVEMBER -- Student numbers are usually higher now; volunteers slack off with approaching holiday seasons.

1. Student Recruitment:

   a) PSAs to radio/TV.
   b) Social agencies/business for referrals.

2. Volunteer Recruitment:

   a) PSAs aimed at volunteers.
   b) Call Journal & Courier education reporter and offer to provide information for story on education volunteers at RA.
   c) Contact selected former volunteers who might be likely to return.
   d) List needs with Volunteer Bureau.
   e) Send dates for training sessions to Journal & Courier "Et Cetera."
   f) Send volunteer information to Journal & Courier "In the Greater Lafayette Limelight."

3. General:

   1. Maintain PR files.
   2. Give talks as scheduled.

DECEMBER

1. Student Recruitment:

   a) PSAs to radio/TV.
   b) "Greater Lafayette Limelight."
   c) Have current students bring friends and relatives to Christmas Party.
   d) Contact Channel 18 TV for Christmas Eve program that uses slides of Reading Academy.

2. Volunteer Recruitment:

   a) List needs with Volunteer Bureau.
   b) Send training sessions dates to Journal & Courier "Et Cetera."
   c) Prepare mailings for Purdue volunteers to go out at end of December or early January. (See notes May and August.)

3. General:

a) Help staff plan and publicize Christmas Party. Use as an occasion to bring prospective students into the Academy.
b) Maintain PR files.
c) Give talks as scheduled.

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# ORIENTATION

# ORIENTATION

## INTRODUCTION

Orientation, as the second link in the program chain, must support, maintain and channel potential learners' commitment to personal and educational goals. Its purpose, then, is to reinforce the often difficult decision adult learners make to seek education and to provide a more concrete "next step" towards goal attainment. A major thrust in orientation is to calm adults' fears about their ability to meet program standards on the one hand, and on the other, the program's capacity to serve learners' needs. Orientation, then, is a time to compare, to set and match goals and services. It is, moreover, a unique opportunity to begin to change a person's life. Orientation sets the stage for a cooperative relationship that has both personal and practical dimensions.

Because adults have personal as well as academic needs, "counseling" is an integral part of the orientation process. But, it is different from the long-term relationship learners often develop with teachers and professional counselors once enrolled. Yet, teachers and counselors most often conduct orientation sessions, they reinforce a counseling attitude within the learning environment. The comfort learners feel, both personally and academically, is key in promoting eventual retention.

Also, crucial to learner retention is immediate attention to their goals -- the practical aspect of orientation. As one director warned, once learners have made the decision to seek education, they want concrete advice and information. They don't want to "sit there and stare around" and they don't want to waste their time. Learners want assurance that this experience will not be like "the last time." So orientation meets the dual purpose of putting learners at ease and of nourishing their motivation and enthusiasm toward realistic educational goals.

## PERSONALIZED ORIENTATION SESSIONS

Whether orientation is given in group or individual sessions, the "personal" element is important. When sessions are conducted by teachers or counselors, staff establish rapport with new learners immediately. Learners see staff as both "helpers" and instructors. This is important since many orientation sessions are used to collect data through registration forms or testing. One common role of staff is helping learners who have difficulty completing forms. Reassuring adults that the information helps the staff understand their needs better is also very important in allaying adult fears.

Some programs develop strategies which allow learners to express concerns about returning to school. In one program the counselor leads a discussion about the importance of individual learning styles. Because learners receive this information directly from a staff member with whom they will have continuing contact, they can make more accurate predictions about their "match" with program philosophy and personnel.

Directors usually play a small, but useful, role in orientation. They establish visibility and identify themselves as a source of information and assistance. Many use orientation sessions to clarify rules and regulations. These run the gamut from "no substance abuse" to procedures for changing classes or teachers which do not suit learners.

Peer orientation is a new technique which many programs are instituting. Peer orientation goes right to the heart of learner concerns. Fellow students "tell it like it is." Since they often have the same family and employment issues, peers can explain how they were able to overcome those impediments and return to school. Their accounts are real and believable, thus giving the newcomer a chance to "test out" what staff have told them about the program. Will the program meet the academic, personal and career goals of the learner? This is an excellent way to present to new learners the specific program features which attracted them in the recruitment phase. If the program seeks to attract the kind of learner who will be successful there, an interchange among new and current students provides valuable information about "program match."

## OTHER APPROACHES TO ORIENTATION

Phone calls, print, and media are also used to orient students to literacy programs. These techniques are more effective in prescreening a large group of potential applicants than in providing specific information to individual learners. They are logical follow-ups to the large start-up recruitment campaigns mentioned in the preceding section and are useful in diverting learners who need different programs or in identifying those who are not ready to make the commitment required. Many programs will provide a more personal orientation to those who decide to enroll after receiving the initial information.

Most students make the first contact with a literacy program on the phone. For this reason the staff person who speaks to interested clients must be sensitive to unexpressed fears and to the difficulties learners may have in requesting and digesting information. Directors must take the responsibility to train receptionists to execute this difficult task well. If the first contact is not a good one, it may be the only contact the learner makes. Phone manner is a key variable in both the recruitment and orientation links in the program chain.

Print materials like orientation booklets, information packets, and other easy-to-read materials are used by some literacy programs, usually to supplement other orientation techniques. The obvious caution in the use of print materials is sensitivity to the illiterate learner.

One postsecondary program in the Southwest has developed an information sheet that is also a simple diagnostic "test" and gives the teacher clues to further diagnosis. An orientation handbook containing an interest survey which inmates keep is a technique one correctional program employs. Similarly, bilingual flyers and orientation booklets have worked well for one employment and training program.

Slide-tape and, in some cases, video presentations appeal to learners and answer many of the questions they have about the program. Scenes of students and teachers give a realistic picture of typical activities and present information about learner options. Audiovisual presentations are most efficient and effective for large groups and are used most frequently at heavy enrollment times like fall and spring.

One of the most creative approaches to screening and informing newcomers while building interest and motivation is the pre-enrollment session. Several community based and postsecondary programs in large metropolitan areas instituted pre-enrollment programs to address the problems of long waiting lists. These programs can "enroll" learners immediately and prevent their losing interest before a place becomes available. One program trains former tutors specifically to conduct these orientation sessions. They work with groups of up to 50 to explain program goals, to indicate which students are most likely to be successful, and to advise participants on what they can do to prepare themselves for the program. Some testing and a writing sample are given at that time and some basic reading strategies are shared with the learners. The tutors also facilitate discussions with current students who are willing to share their experiences. The director comments that it helps prospective students "think about what they want to get out of it," thus, strengthening the orientation link.

Learners interviewed stress the importance of personal contact during program orientation as an important factor in helping them select the right decision to enter a program. Phrases like "[they] made me feel at home" and "the teacher was real nice" pepper the stories of how learners came to be "satisfied customers" in the program. Although information is essential, learners want it to be delivered in such a way as to make them feel comfortable and valued. They also need reassurance that staff will understand them as individuals and will help them succeed. Using staff who are "streetwise," or familiar with the students' cultural background, lifestyles, and goals is a helpful approach. Peers are very useful in assisting with this task.

## THE ORIENTATION INTERVIEW

An essential part of the orientation session is the personal interview. Most programs try to make individual contacts with learners during this time even if it is only walking around and speaking to them while they are completing forms or taking pre-tests.

Others are able to devote time to each individual learner, often for a 10 to 15 minute interview. Whether the contact is individual or not, some time outside of testing is usually devoted to goal setting. Adult educators take students' expressed learning goals seriously and strive to incorporate them in learning plans which will be developed. Part of incorporating learning goals into instruction is to help students clarify or be more specific about the outcomes they seek. Many programs have methods to help learners translate their goal of "to read better" into specific objectives. This might include dipping into areas of interest, specifying practical applications, examining areas of strengths and weaknesses, and setting a tentative timetable. Clearly stated goals direct teacher, counselor, and learner and they prevent misunderstanding and disillusionment. Most importantly, personal interviews strengthen the program chain and that ultimately increases retention.

Within the orientation interview, potential learners are usually presented with a number of options. These options help them to clarify goals and help them see that a variety of paths lead to goal attainment. Typical options which programs might offer are displayed in Figure 1 below.

Figure 1

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Typical Options in Literacy Programs

*Educational Tracks -- to accommodate learning levels, goals and learning styles (e.g., ABE, survival skills, GED, different subjects, alternative high school, job training and placement.)

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*Counseling -- offered both internally and through referral: vocational, career, academic, personal, crisis, group, and peer counseling.

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*Support Systems -- day care, transportation, referral to other programs, agencies.

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*Choice of instructors or classes

*Special Program Features -- job seminars, extracurricular activities, workshops, guest speakers, community activism training.

*Instructional Modes -- one-to-one, individualized and group instruction, home tutoring, self-study.

*Flexible scheduling -- morning, afternoon and evening classes.

*Materials -- choice of texts, real life materials, novels, films, computer-assisted instruction.

*Locations -- program site or satellite programs, community facilities or private homes.

## CONCLUSION

The quality and content of orientations play a significant role in motivating students, clarifying their needs and goals, making appropriate placements, and putting them at ease. While effective techniques may vary widely, the personal element must remain a constant if the orientation is to accomplish its goal of meshing program and learner expectations.

Given established recruitment objectives, orientation extends the outreach effort to newcomers by providing a logical, yet motivating experience for adults. If a large recruitment effort has created a long waiting list, large presentations and pre-enrollment sessions are useful in screening out inappropriate learners. The trade-off here lies in depersonalizing the process. If individual or small group interviews are also conducted, staff reduce the risk of losing potential candidates intimidated by large "productions," no matter how well-staged.

Empathy is instrumental in the orientation process because disadvantaged adults often need support in order to succeed. Therefore, any attempt to personalize and individualize orientation tends to yield better informed students who are comfortable with their educational decision. However, staff need certain skills to facilitate this process. These include sensitivity to learner concerns, good listening skills, and an awareness and respect for community values and cultural mores. In addition, staff need to be able to portray the program accurately and to select appropriate and realistic options for adult learners. Moreover, staff should identify patterns seen in orientation that can suggest program modifications, additions, and (or) future decisions. By reporting this information to the director or staff team wrestling with program planning and evaluation, the total programmatic chain becomes fortified securing high retention rates.

The four recommendations that follow highlight important considerations in designing orientations which address learners' personal and practical needs.

1. Tune into affective needs. Remember that orientation can be uncomfortable for the learner. Calm the anxious learner by using this opportunity to establish rapport and enhance the possibility of retention.

2. Organize your information needs. Design easy-to-complete forms and select testing instruments appropriate for learners. Provide for learner goal setting. Think ahead to follow-up and evaluation activities as you gather information.

3. Tailor sessions to the program's role in the community. Experiment with different methods or combinations of techniques so that they speak to the realities or interests in the community. Be prepared to change the agenda or process if community changes occur.

4. Be alert to changing needs and goals of learners. Adapt information and methods used to suit your population; keep a program updated. Evaluate orientation sessions for improvement. Thorough orientations will prevent teachers from wasting time with learners who are not ready for a literacy program or who should be referred to a different kind of program.

# COUNSELING

# COUNSELING

## INTRODUCTION

Counseling is the most prominent support mechanism literacy programs offer adult learners on an ongoing basis. As such, it is both an integral link in the program chain as well as an independent process which lends strength to all other components. Most learners and staff agree that counseling is critical to retention. When asked why they remain in programs, learners reply that the caring attitude of staff makes it possible for them to stay and succeed.

Practitioners across all sectors have stated that instruction and learning are hampered by the learner's lack of confidence, difficult life situations, and inadequate study skills. Counseling aims to strengthen learner self concept, to buttress morale and motivation, and to draw alienated learners out of their isolation. Counseling, then, provides a necessary foundation for instruction.

Counseling as it occurs in most literacy programs is shared responsibility -- counselors, teachers, and even other students all help maintain the "safety net" which supports learners. Programs define counseling in its broadest sense; therefore, it takes on many forms. Most often it is "talking," sharing, or problem solving. The focus may be personal, medical, work-related or academic. While literacy programs offer crucial ongoing support, they do not provide therapy. Even though many employ certified counselors, these professionals must refer serious problems to appropriate social service and mental health agencies.

Counseling is unique among the program components in that all program personnel play a major role. This is primarily because most literacy students, as disadvantaged adults, bring serious life problems to the classroom. Some practitioners believe that learning cannot take place until the overload of life problems and some of the resulting psychological blocks to learning are addressed. In the sections that follow we discuss the counseling roles program personnel assume and the demands this role places upon them. We conclude with recommendations for strengthening the counseling component in literacy programs.

## TEACHERS AS COUNSELORS

Although teachers are seldom formally trained in counseling skills, they occupy the "front line" in providing a sympathetic ear to adult learners in solving an array of problems. They support learners through personal, school, and domestic crises. They are often the source of referral to professional services. Because teachers have frequent contact with students, they are a natural source of help. Yet, the implications of the counseling role are significant.

Teachers are, first and foremost, instructors. The intructional challenge alone of teaching disadvantaged adults civic, academic, and employment skills is monumental in and of itself. In addition, to ask teachers to assume the role of counselor increases the number of demands asked of them. Most often, teachers accept the fact that adults bring a complex set of problems with them to the classroom. This reality is met with equanimity. In fact, most teachers devote a great deal of time to their counseling role, knowing that the support they offer does make the difference between adult learners' success or failure. Whether or not the program employs a counselor, teachers "job share" counseling responsibilities.

Having said that most teachers wear many hats willingly and cheerfully, it is, nevertheless, incumbent upon programs to examine the consequences of this arrangement. It is true that the learner's needs will not change, but there are a variety of ways to respond to these needs. Before we can examine the alternatives, we must ask some hard questions. From the teacher's point of view, how much is too much responsibility? When does the counseling role subsume the teaching role, and what suffers as a result? When do teachers become overburdened, especially if they have little or no training in the demanding field of counseling? From the learner's point of view, what is the more important role for the teacher to assume -- teacher or counselor, and because in most programs there is a finite amount of time, what percentage of time should be devoted to each role by the teacher? In a large program, one teacher may be responsible for 50 to 100 students.

## USE OF TRAINED COUNSELORS

An obvious solution to the problem of overburdened teachers is to employ full time counselors. In fact, more than half of the programs visited have full time counselors on their staff. But most of the counselors interviewed reveal that a major portion of their time is consumed with intake, orientation, and testing responsibilities -- not counseling. Within the confines of these activities, counselors are able to offer advice and support to students, especially as they interpret test scores and recommend class placement. They are also instrumental in injecting the "counseling attitude" into orientation sessions so that students are made to feel at ease. Counselors often anticipate some of the adjustments adults need to make in regard to work, family, and friends as they return to "school," and they address these issues in the orientation session.

Nonetheless, time devoted to these tasks take away from time available to individuals and groups for all other counseling concerns. There is great demand for counselors to provide academic, personal, crisis, and vocational support services. Yet, they, like teachers, cannot be all things to all people. They, too, wear multiple hats. If counselors are to perform more academic and administrative tasks, what does this say for the quality of direct services offered to students? Here, too, serious questions emerge. How can counselors' expertise best be employed? Are their strengths in the administration and interpretation of tests or in student contact? Where does their training best benefit the program and adult learners, and how can they help support other staff who have counseling responsibilities?

## PEER COUNSELING

A considerable number of programs have successfully implemented peer counseling or "buddy systems." The purpose of these programs is twofold. First, it is inexpensive and time efficient. Second, and most important, it allows students to share experiences and learn that their problems, though overwhelming at times, are not unique. When other adults reveal how they solved particular problems all participants begin to develop problem solving skills while experiencing invaluable personal support. Participating in peer groups also enables students to form friendships reducing the feeling of isolation. For some, it is a first step back into the mainstream of society.

In one youth program, small group teaching sessions were created so that adolescents could provide support for each other. This system relieves the heavy demand on teachers to meet individuals' emotional needs. A program on the West Cost organizes two to three week camps to foster group activity and support. In addition, some programs have extended their counseling component to offer advisement classes aimed at teaching basic survival skills like banking, health care, or legal rights. In short, peer counseling systems augment the learning process and may, in fact, lighten the advisor role of teachers and counselors. Additionally, staff indicate that peer counseling offers benefits to both the "counselors" and the "counselees."

## REFERRALS

As we mentioned earlier, most literacy programs maintain a strong referral network through community, social service, and mental health agencies. These organizations provide the necessary backup services for clients who need long term help or therapy. Sometimes the program forms a partnership with an organization like the state rehabilitation agency to provide the combination of services learners require. In one youth program, the counselor and head teacher meet weekly with social workers who supervise students from a group home. Referrals allow a program to introduce the learner to other "helpers," like a crisis hotline or shelter, who may be able to make a difference in their lives. To those who are unaware of the services available, this information alone can be a significant factor in improving the quality of their lives.

## CONCLUSION

Literacy practitioners agree that counseling, in the broadest sense of the word, is instrumental in supporting students within a program. They are unanimous in assigning all participants a counseling role. Teachers, support staff, students, and trained counselors all play an important part in helping learners succeed in programs. They maintain one of the strongest links in the chain which assures retention.

If the counseling role is such an important one, attention should be given to sustaining and increasing its effectiveness. Literacy staff must ask themselves how to best use the talents of teachers and counselors so that students, the focus of the program, are well served. The question, then, becomes, "How does the structure of delivering counseling services suit the learner?" Anyone may possess "counseling skills," but are these the individuals providing counseling services in the program? Are the talents and interests of staff being exploited? Would teachers be more effective in the academic areas of administering and interpreting student tests? Are counselors better suited to use their training for more direct service to learners? Should we force staff to wear too many hats?

We know, however, that no matter how separate the responsibilities, teachers will continue to assume counseling duties. If they are to counsel, they deserve training in skills which will help them offer quality services to adults. The trained counselors can be a great resource to staff and students who need to develop techiques and strategies for helping others. Staff who must counsel, but who lack expertise, will weaken this link in the program chain. With these considerations in mind, we recommend the following guidelines for a solid counseling program.

1. Develop personal relationships with adults. Determine what their needs are and what kind(s) of counseling may be best suited to address those needs.

2. Employ different counseling options. Involve a variety of individuals in the counseling process (e.g., director, staff, counselor, teacher, tutor, outside counselors). In return, different counseling agents may fulfull different needs (i.e., individual/personal, academic, crisis, therapeutic, vocational, group), on a long or short term basis.

3. Explore Alternative Support Systems. Peer counseling, buddy systems, class activities, and small group teaching are not costly or complex, but they provide support to learners, strengthen the program, and ultimately affect retention.

4. Train staff in counseling techniques. Even though counseling is a major responsibility for most teachers, inservice usually focuses on instruction, an area where staff usually already possess considerable expertise and experience. Teachers, tutors, and support staff need to be trained in effective strategies in how to help adult learners.

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# DIAGNOSTIC TESTING

# DIAGNOSTIC TESTING

## INTRODUCTION

Diagnostic testing, the fourth program link, is standard procedure in most adult literacy programs. All the programs in our national survey use some kind of diagnostic tests. Even more than that, almost one third of the 225 programs queried rank diagnosis as the most important component in their program. Yet despite the universal use of tests, directors and teachers alike are ambivalent about their virtues. Why? Anyone who has ever taught is aware of the importance given to the testing procedure. Testing is thought to have almost magical powers. Testing is supposed to tell us what the student knows, and does not know and we believe it can tell us what to do about it. Or does it? How does one select tests? How does one interpret tests? How useful are tests really? Can't we tell when students are learning without the benefit of a test? After all, we are the experts!

Diagnostic testing, and indeed testing in general, is an area fraught with difficulty and misunderstanding. Statisticians, not teachers, design and norm tests. They write the questions and decide if they are appropriate for our students. And the technical manuals which accompany tests are better suited to the test and measurement experts than to the practitioners in the classroom.

In this section we will let practitioners air their views about these and other issues they see as important. First, we will define some common testing terms. Next, we will present some generalizations about testing gleaned from our field site visits. Later in the section we will detail some testing topics which are interesting and are related to some of the other program components. These include:

- who administers tests
- students' reactions to testing
- how tests are used
- how programs feel about testing

Finally, we will lay out some possible solutions to the testing dilemma.

## DEFINING TERMS

Because testing is a technical area, it is important to specify the exact meaning of terms as they will be used in our discussion. On the following page is a reference guide of terms used in this section. As you will note, not all programs mean the same thing when they use the same terms.

## Definitions of Terms

Formal Testing -- Program has set times and procedures for administering tests. Testing sessions usually occur at the beginning of the learning experience. Tests are usually, but not always, paper and pencil tests.

Informal Testing -- Teacher monitors progress or assesses needs by observing and adjusting the instructional process.

Standardized (or Norm Referenced) Tests -- Tests which allow the teacher to compare the performance of a given student with that of a normative group. They are not designed to tell what specific objectives a student has mastered, but instead, to describe how the student's performance compares with the performance of the norm group (Bloom, et al., p. 133).

Non-Standardized (or Criterion Referenced) Achievement Tests -- Tests which measure specific objectives. Mastery is set at a certain criterion (e.g., three out of five items correct). They serve two purposes: determination of prerequisite skills and placement within a course or unit (Bloom, et al. p. 145).

Diagnostic Tests -- Tests which evaluate a particular subskill in much greater detail than is possible for an achievement test; can be used to determine weaknesses in prerequisite skills and in ongoing instruction (Bloom, p. 140). Diagnostic tests can be standardized or criterion referenced.

Validity -- A test is valid when it truly measures what it claims to measure (e.g., reading comprehension; if all the questions require a student to decode words, it is not a reading comprehension test).

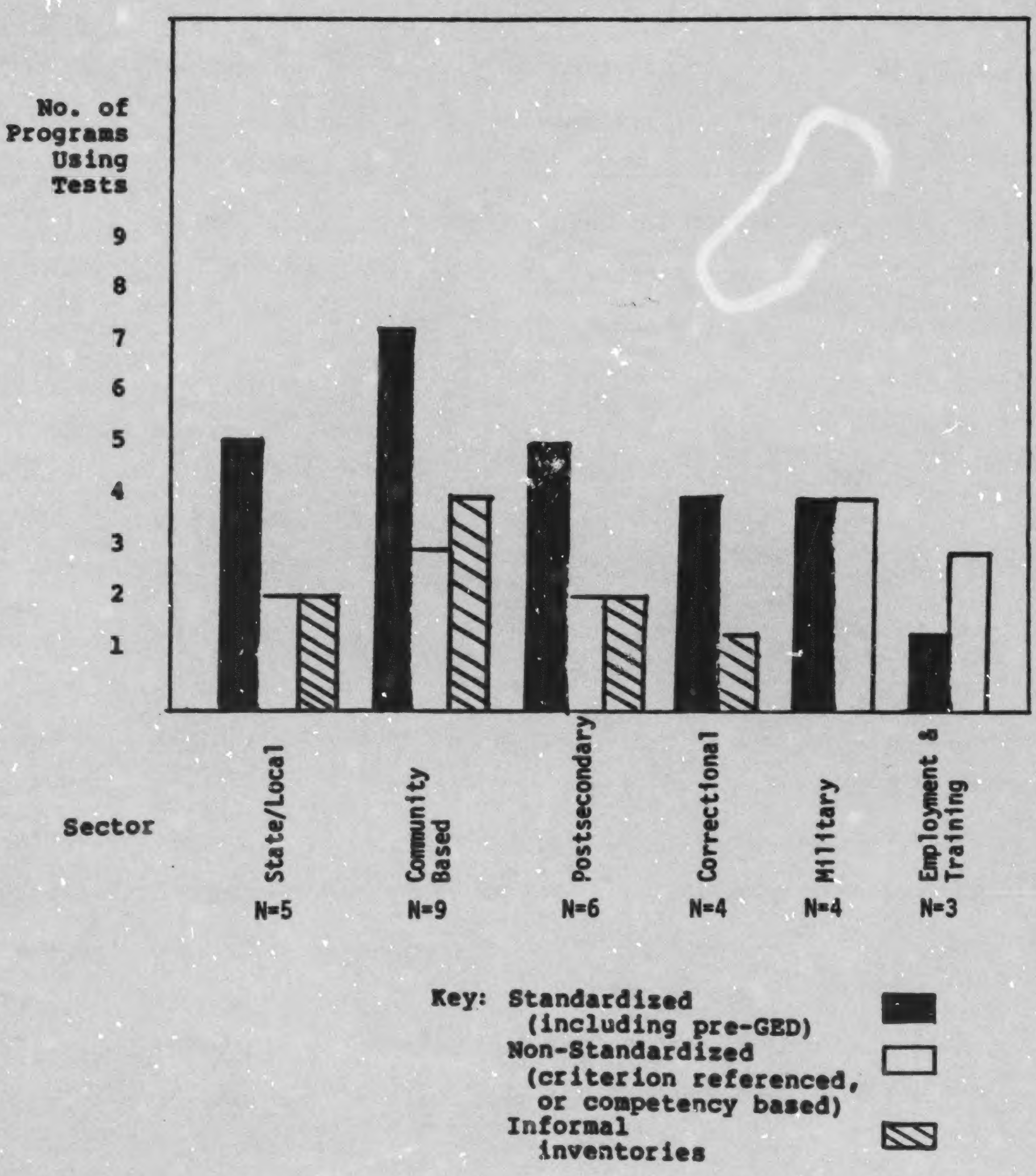
Reliability -- A test is reliable when a learner's score remains similar if the test is taken at close time intervals; widely differing scores on two consecutive test days indicate the test is unreliable.

Informal Reading Inventory -- A set of graded paragraphs from real life reading material which assess independent, instructional, and frustration reading levels. The learner reads paragraphs orally to enable the examiner to assess word recognition skills and answers questions about each paragraph to highlight strengths and weaknesses in comprehension. The student is judged against 100 percent accuracy, not against norms established by other students.

Bloom, Benjamin, Madaus, Geo F., Hasting, Thos. Evaluation to Improve Learning. New York, McGraw Hill, 1981.

## Figure 1

Types of Diagnostic Testing
in Adult Literacy Programs
By Sector



## GENERALIZATIONS

It is clear from our data that programs test extensively. What do we know about the instruments they use? Figure 1 presents a picture of testing in the six sectors we investigated. The graphs show the numbers of programs in each sector which administer standardized and non-standardized tests.

As Figure 1 indicates, there are patterns in the choice of diagnostic testing instruments within and among sectors. Some programs rely more on standardized tests, some on criterion referenced tests, and some use both equally. Choice of testing instruments is related to program goals, and to some extent, definitions of literacy.

The first pattern is in local ABE's, community based organizations, corrections, and postsecondary programs. The programs in these sectors depend heavily on standardized tests such as the TABE, the Wide Range Achievement Test (WRAT), Botel Reading Inventory, and the Stanford and California Reading Tests. These programs indicate that they rely on standardized tests for the following reasons. First, programs in these sectors tend to believe that literacy skills offer a ticket to a better life. Consequently, any measure which can show a gain in basic literacy skills indicates that the program is meeting its immediate objective of improving skills and its long term objective of improving learners' quality of life. Standardized tests, with their grade level indicators, are a convenient way to document gains.

Second, gain scores are useful ways of establishing program effectiveness. Programs in these sectors are more likely to receive state aid and most states require some form of evaluation data. Gain scores are a common indicator of program success. As stated earlier, the mystique of the test score is such that it is often accepted as a conclusive benchmark of progress.

A further look at Figure 1 reveals a second pattern -- this one within military programs. In military programs, the goals are usually twofold: raise the general literacy level and offer training in basic reading and math as it relates to duty assignments within the services. Thus program objectives are general -- related to quality of life -- and specific -- related to the ability to perform certain tasks more efficiently. Military programs combine standardized and non-standardized measures to meet these objectives. Standardized tests like the TABE, the WRAT, the California Achievement Test, and the Armed Services Vocational Aptitude Battery are given to measure gains in literacy skills. At the same time, programs supplement these achievement tests with criterion referenced tests to diagnose specific skills as they relate to military tasks. For example, pre-test may be developed from a section of a repair manual to determine if the learner can sequence directions. The armed services usually contract for criterion referenced tests and follow-up instructional material from private educational agencies or universities.

The third pattern emerges from a look at employment and training programs. Both our site visits and the employment and training programs we surveyed indicate that literacy skills, to be perceived as valuable, must be tied to job skills. Therefore, emphasis is not on a generalized improvement of skills, but on developing specific skills which enable clients to get and keep jobs. For example, reading instruction may be focused on filling out applications, reading manuals, and writing a resume. Math skills might focus on money -- making change and keeping a checkbook, for example.

Criterion referenced or competency based tests are frequently designed by program staff to diagnose instructional needs in specific areas. Instruction is then targeted to areas of interest or need. These programs see criterion referenced tests as an effective way to measure job related literacy skills.

Although these patterns are identifiable and, we think, representative, of the programs we visited, we must caution the reader that hasty generalizations are misleading. For example, while community based and ABE programs use a lot of standardized tests, about 30-40% of these programs also pretest with criterion referenced instruments on specific instructional objectives. In California, a consortium of forty ABE, community based and postsecondary basic skills and ESL programs are implementing a competency based assessment system through the California Adult Student Assessment System (CASAS). Sometimes a postsecondary program resembles an employment and training program in its diagnosis and instructional procedures; although more often those we visited use standardized and informal tests. Community based programs vary widely, but many are affiliated with Literacy Volunteers of America (LVA) or with Laubach Literacy. Thus diagnostic testing in these programs usually follows the guidelines set by the organization. In LVA's case this includes the READ test, which is an informal reading inventory designed to measure word analysis (letters and sounds) and comprehension skills. In Laubach programs, learners are not diagnosed; rather, they begin instruction immediately in Book 1, which covers basic letter sounds and associations. Other community based programs use standardized tests and informal inventories in various combinations. One community based program is completely competency based.

Our research shows that correctional programs and military programs are the most consistent in diagnostic testing procedures. Correctional programs rely almost exclusively on standardized tests and military programs use the hybrid approach described above.

The generalizations we are able to make are not necessarily related to sector. They are:

- The TABE is the most widely used standardized test, and all sectors use it.
- The ABLE is used almost exclusively in community based programs.
- The GED pre-test is a common form of diagnosis or assessment. It is used in all sectors except the military. In most cases, a high school diploma is a requirement for enlistment in the armed services.

- Interest or vocational inventories and learning style assessments are rare. This is somewhat surprising considering the frequency with which educators mention tailoring instruction to student interests and learning style.
- Intelligence testing is not done, except in two correctional programs.

## WHO ADMINISTERS TESTS?

In most programs, counselors and staff do the testing. Group testing sessions are common, but many programs are able to provide individual testing and counseling. In one urban ABE program, the educational counselor meets with low level students for counseling and administers some very basic tests in a private and comfortable setting.

## STUDENTS' REACTIONS TO TESTS

Most programs require pre-testing as a condition of entrance into the program. Yet many program staff speak of the negative connotations testing holds for learners. A student in a midwestern ABE program expressed it this way: "I was scared. . . the first day. I just came in, did what I had to do, and took off." And a woman who is now a GED teacher in an East Coast community based program from which she graduated speaks for herself and her students when she says, ". . . one of the similarities of all adult students is that they are real scared. It doesn't matter what sex they are, what color they are. . . they all come back to the classroom really scared because their last memory of education was through a system, whatever system that was. . . they come in with a lot of real negative attitudes, a lot of blaming themselves, . . . feeling like failures because they quit school . . ."

However, programs have devised a variety of ways to ease learners' fears. Sometimes teachers present tests as "evaluations" which uncover learner skill needs so that time is not wasted in teaching them what they already know. One employment and training program calls this a "skills check." Students are frequently reassured that they cannot fail these tests. Testing results are often discussed in a very general way, with emphasis on class placement or choice of materials rather than on achievement. In programs using competency based pre-tests, results are presented as job or basic skills which need to be mastered.

Curiously enough, when students are asked how they felt after the test was over, they report much less anxiety. One learner in an urban community based program illustrates how many learners describe testing after the initial experience: "It was a test to see. . . where was your reading and where was your math . . . it wasn't that tough. It was just to see what grade you were in. What level." This student seems comfortable taking tests and being evaluated with a grade level designation. Perhaps her confidence results from the many ways programs try to be sensitive to the vulnerability of students.

While many programs seem successful in downplaying the fears of students who have been out of school for a number of years, those learners who come in as non-readers present a special challenge. They are usually not tested, but placed in a class and evaluated by the teacher in a more informal way.

In one urban ABE program, the registration process helps to identify this special learner. Those who have difficulty completing the intake form are directed to the beginning level class where the teacher uses informal measures to diagnose skills. Teachers say that the surest way to drive away the most disabled learners is to give them a long test, (and sometimes this means up to two hours of testing) and a test they can't read.

Therefore, testing is usually integrated more into the teaching process. Parts of informal inventories and word lists are introduced slowly as the teacher gets to know the student. Because this diagnostic procedure is short and informal, the students do not perceive it as frustrating or negative. Instead, they see it as tied to their learning and progress. In addition, the personal relationship that a learners develops with the teacher makes the process much less threatening.

## HOW ARE TESTS USED?

It appears that diagnostic tests are often chosen to reflect teaching methods or a program's philosophy of instruction. In programs that are goal or competency driven, initial testing is chosen to isolate specific skill strengths and weaknesses and is truly diagnostic. Writing samples, specific phonics inventories and competency based pre-tests are examples of tests which form the core of diagnosis in this type of program. These instruments measure student mastery of certain learning tasks. Once learners' strengths and weaknesses are identified, teachers select specially designed modules or targeted sections of texts to teach skills needed.

Conversely, programs which use tests for grade level information report that they are not often seeking true diagnostic information. Even when programs match learners to specific tests, diagnostic information is often slim. First, most standardized tests in common use are group tests, not valid for individual diagnosis. Second, the grade level score obtained is used only to provide a "starting level" for the teacher, who is expected to do further and daily diagnosis in the classroom. Staff can "live with" the generalized level indicator because they regard the test as just a beginning. It is a "ballpark" figure to place students in classes or match them to appropriate materials. The teacher's job is to "explore the ballpark," explains an ABE director.

How do teachers "explore the ballpark" with only grade level scores as a guide? They do diagnostic teaching, not testing. Tests do not provide the information they seek, and thus few programs who administer standardized tests speak in passionate defense of the tests they use. They do, however, speak with great conviction of instruction itself as the most useful form of diagnosis.

It is true that programs test, but then often lay those results aside to pursue real diagnosis in the teaching relationship. A director at an employment and training site explains, "My staff learns from individual work. Diagnosis is part of every lesson if you are teaching one on one." Adds a director at a community based program, "We have seen so many 'plans in a can' where the person jumps in at point A and plods along to point Z . . . so what we try to do is continuously investigate with the person. Do you need to back up and review? Do you need to branch out there?" Diagnostic testing, then, is often supplemented, and sometimes replaced with diagnostic teaching. A staff member at a military site concludes: "I think what the student is getting in the classroom with the teacher is probably more beneficial and more meaningful than testing."

Regardless of the specific uses to which testing is put we discovered certain patterns in the way programs use tests.[1] We discuss these patterns below.

- Most programs have assembled a "package" of tests to suit their purposes. The package often combines standardized and criterion referenced measures. This means they frequently administer more than one type of test to individual learners. One community based organization has designed a pre-enrollment program for prospective students. At the end of the fourth session, a specially trained tutor administers an informal reading inventory, the LVA READ test, to "get miscues" or pronunciation errors. Then the learner takes the ABLE or Degrees of Reading Power test, depending upon his/her level. A writing sample is administered as well. This session prepares the student for instruction and provides the sort of diagnostic information the program requires. Both reading and writing skills are diagnosed because writing and reading are seen as complementary modes for teaching reading.

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[1] A list of the most frequently used commercial and noncommercial tests appears at the end of this section.

As mentioned earlier, military programs often test intially with a standardized test like the California Achievement Test, the TABE, or the Armed Services Vocational Aptitude Battery to determine eligibility for the program. Students are then pre-tested on specific competency based learning modules. These pre-tests are often supplied by an agency which has been contracted to provide educational testing and curriculum materials.

- Some programs choose tests according to the level of the learner. For example, certain tests are more appropriate for beginning learners. Informal reading inventories usually include subtests to measure knowledge of letter names and certain phonics skills in addition to graded reading selections, which often start at a preprimer level. One program in the Midwest uses the Woodcock for beginning readers. The Woodcock has subtests in letters and sounds as well as shorter vocabulary and analogy-type comprehension exercises. Because informal inventories, the Woodcock and others like the Slosson Oral Reading Test must be administered individually, they yield more specific diagnosis. With the more interactive format of teacher and learner participation, they eliminate the frustrating and boring two hour paper and pencil testing session.

Tests like the Gates-McGinite or Stanford Diagnostic Reading Test are perceived by some programs as less frustrating to learners, and therefore appropriate to the "middle level" ABE student. Comprehension sections tend to include shorter paragraphs than other standardized tests, and format is clean and clear. Similarly, one midwestern ABE program has designated the Stanford Achievement Test for the GED candidates because they feel its more sophisticated format and more complex comprehension passages accurately measure skills a GED candidate must possess.

It must be remembered, too, that most standardized tests are available in different levels, and programs use these designations also to match learners to tests.

## HOW PROGRAMS FEEL ABOUT TESTING: SOME CANDID OPINIONS

Testing is a staple of the instructional diet, but like brussel sprouts, not everyone likes them or wants to partake. Staff are clearly divided on the usefulness of testing. Their opinions do not seem to correlate to the type of program they run nor to the number or type of tests they use. In fact, our interviewees often speak of the advantages and disadvantages of testing simultaneously.

Those who defend testing do so for a variety of reasons. First, it is a solid indication of progress to a student. A director of a correctional program stresses, "One of the goals that we have is to show that he isn't a failure . . . "[he] didn't know it then, [but he] knows this now!" Second, it helps the teacher establish credibility with the learner by moving quickly to effective instruction. "If we fumble around, it's an indication to them of our own uncertainty; . . . we need to show them what we are doing and they can trust our judgment," explains a teacher from a community based program.

Another consideration is respect for student goals and time. "We need to know as much as we can about individuals when they come here and also what skills they have . . . get them through the program and out of here onto something else in a reasonable period of time . . . and not put them in here just for the heck of it." A fourth defense of testing lies in its ability to provide some accurate information to guide instruction. A program director in the East emphatically states, "There can be no assumptions made.

One of the cruellest assumptions made is that when students come in to learn to read they in fact don't know how . . ." He stresses that relying on students' negative views of their own skills can slow the progress they are capable of making. Initial testing usually gives a clearer picture of student reading level.

For an instructor in an E&T program testing identifies the skills a person needs to be successful in a training program. "This is why diagnostic testing is important. The worst thing you can do is put an underemployed person into training, and they fail . . . and they are right back in the same situation."

Another benefit of testing is that it can be good practice, especially if testing will be the criterion on which promotion is based. Finally, a community based director admitted, "I like to see a standardized evaluation of what I'm doing . . . It gives me a nice picture, not something I made up . . . I'm getting an evaluation of me."

At the same time, literacy staff are cautious, if not downright skeptical about the value of tests. Again, these attitudes can be seen in programs across organizational sectors. The reservations and complaints heard most frequently are about the reliability of tests. "I don't know how accurate the predictors are of anything," complains the director of an urban community based organization in referring to GED pre-tests. A teacher from an ABE program adds, ". . . just because a person goes through an evaluation, that's not the be-all and end-all. We take those scores with a grain of salt. There are people who don't test well." Many program staff imply that the fear most students have of testing may be the cause of unreliable test results.

An ABE program director faces the issue directly when she says, "There is no reliable test in adult education on the market." She adds that many programs using standardized or diagnostic tests use those normed on the K-12 population. That is why teaching is so crucial -- it "corrects" unreliable test results from the first session. This same director was quite candid about how test scores can be manipulated for funding support. Staff can simply choose tests which will produce higher scores and show greater post-test gains. Conversely, tests which yield lower scores can be used for pre-tests.

A frequent comment heard was, ". . . they know what their problems are, and I know what their problems are, we don't need to test." Testing is not necessary. Many staff added that testing instruments available just aren't specific or flexible enough to diagnose learning disabilities or measure the skills of beginning readers.

Testing has advantages and disadvantages, depending on whom you talk to, but it is not a solution to the need for diagnosis, the "be-all and end-all." Educators talk a lot about tests they use and how they use them, but not many are able to articulate why testing is crucial to the program. In fact, many seem to say it is not.

## CONCLUSIONS: WHERE DO WE GO FROM HERE?

Our discussion of diagnostic testing may have raised, rather than put to rest, many of the dilemmas educators mention when testing is the issue. Therefore, after a summary of the major points we discussed we present some ideas or recommendations which may provide fruitful avenues for exploration.

We have emphasized the following points:

- Tests are most often chosen based on programs' goals for students and their conception of how literacy skills are tied to success in life. Although there is variety within and among sectors, some definite patterns in choice of tests emerge.
- Testing is an emotional and intimidating experience for adult learners when they enter programs. Administered as they are at the crucial first contact, tests may drive away many of the hardest to reach learners. Because of this, programs work hard to tailor testing to learner level and sophistication or to make testing as short and efficient as possible. Staff "sell" testing to the student as a practical way to consume teacher and learner time and as a short cut to meeting learner goals. As a result, learners often report that the testing experience was less terrifying than they had imagined it and that they see its utility in focusing instruction. Many of them want to know their (grade) level, even though teachers frequently shy away from this as demeaning.
- Two major types of tests are used, based on program goals and philosophy. First, diagnostic pre-tests based on behaviorally-defined instructional objectives are common in programs which have a competency based focus or competency based components (like an external high school diploma program). Second, standardized tests are used to obtain a grade level score. Not usually diagnostic, these tests are used to match a learner to a class level or to grade level materials. The teacher often follows up with in-class diagnostic teaching. Informal inventories and oral reading tests are often used to diagnose skills of beginning readers or as a screening device to indicate which levels of standardized tests a learner should take. Learner writing samples are frequently used to diagnose writing skills.

- Programs often "mix" standardized and non-standardized tests to suit their instructional goals. Some programs select specific tests for learners based on their reading level. This is most commonly done for the beginning reader. Beginning readers more often take individualized tests, while ABE and GED students are more likely to take group tests.

- Testing is a standard, much discussed, and time consuming part of all the programs we visited. Nevertheless, programs are very conflicted about its usefulness. Staff devote many hours of their own and their students' time, risking the immediate alienation of the hardest to reach students, only to place testing results on a shelf and to "start all over again" with diagnosis in the classroom. Although attention to ongoing diagnosis is certainly commendable and necessary, one wonders about the utility of testing whose only purpose is to prescribe materials for the first two weeks of instruction.

## SOME RECOMMENDATIONS TO CONSIDER

The recommendations which follow take two forms. The first is a discussion of issues to consider when selecting standardized tests. The information provided may clarify some of the problems that programs have with testing. The second are some general recommendations about options in testing which programs may want to exercise.

Standardized Testing. There is very little mention in our interviews with program staff of the technical aspects that programs should consider when choosing a standardized test. Whether this is because staff are not trained in the issues of test selection or because they are content with the instruments they use is not clear. Few programs mention being uncomfortable using tests normed on children. A little research reveals that even the TABE and ABLE, which are intended for adults, have validity problems. (Buros, 1972) The TABE, except for minor changes, is the California Achievement Test for grades 2-9 rewritten in adult language. There are no norms for adults; instead, norms are identical to the 1963 school-based norms.

There is no reliability evidence. The content validity is questionable. As the test reviewer points out, "if a literacy test were to be designed for this population, one would want to perform behavioral analyses of the real life literacy demands of the job world or the adult education projects for this level subject." The reviewer does suggest that the TABE provides fairly easy item analysis for diagnosis, and that it could be used as a pre-post measurement for groups, since it is a group test, but not for individuals.

The ABLE is reviewed somewhat more favorably (Buros, 1972). While this test, too, was normed on 1,000 children in grades 2-7, it was also administered to approximately 300 adults in Job Corps and 450 adults enrolled in basic education classes. The grade equivalent norms were established by equating the ABLE to the Stanford Achievement Test scores of school children. Reliability is high. The reviewers feel the authors were successful in emphasizing the vocabulary, reading, and arithmetic in the daily life of adults, but they feel the reading test neither represents the type of reading that adults do nor the purposes for which they read. Thus the reviewer calls validity into question. In sum, the ABLE is recommended in preference to the TABE or the Adult Basic Education Student Survey for the reasons mentioned above.

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Recommendations. If adult educators are conflicted about testing, and if testing adult literacy skills is problematic in itself, what options do programs have? For those who doubt the reliability of instruments, perhaps a focus on diagnostic teaching offers an effective way to tailor instruction to individual and group needs. Programs might consider designing inservice education sessions to help staff create or modify a system for monitoring and assessing diagnostic teaching techniques.

For those programs seeking a diagnostic test which is as valid and reliable as possible, our information suggests these alternatives. First, programs could consider adapting a competency based management and instructional system. When tasks are clearly specified in behavioral terms, pre- and post-tests can be constructed to accurately assess achievement. Second, a little legwork may well reveal useful testing research and "tryouts" done by other programs.[2]

The issue of testing will probably continue to plague programs for some time to come. However, a step back to examine the reasons

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[2] Dr. Anabel Newman's book, Adult Basic Education: Reading, gives a clear and detailed commentary on standardized tests appropriate for adults and suggests other forms of tests as well. The Indiana Department of Education has just completed a review of tests appropriate for adult education programs. Their summary can be obtained by writing the following individual:

Danny Wood
Indiana Department of Education
Room 229
State House
Indianapolis, IN 46204
(317)927-0344

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for testing, the tests appropriate to program goals and methods, and the payoffs of testing may provide the fresh perspective needed to take a second look at testing procedures.

## Commercial Published Tests

The following tests are listed in decreasing order of use in each category as reported by field site programs. This list does not imply that these are the most useful, valid, or reliable tests to use. Clearly, that depends upon particular programs' goals and learners' needs.

### Standardized Tests -- Achievement

Test of Adult Basic Education (TABE)
Adult Basic Learning Examination (ABLE)
Stanford Achievement Test - Reading
Gates-McGinite Reading Test
California Achievement Test - Reading

-- Diagnostic

Slossen Oral Reading Test
Stanford Diagnostic Reading Test
Woodcock Reading Mastery Tests

### Criterion Referenced Tests

Botel Reading Inventory
Reading Everyday Activities in Real Life (REAL)
Standard Entry Assessment (Joe Cooney, Vocational Education Special Project, San Mateo County Office of Education, 333 Main Street, Redwood City, CA 94063)

## Informal Reading Inventories

Reading Evaluation - Adult Diagnosis (READ)

## Non-Commercial Tests (developed in house)

Writing samples
Informal reading inventories using adult material
Learning style assessments adopted from curriculum materials
Math diagnosis based on course work to be covered

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# INSTRUCTIONAL METHODS AND MATERIALS

# INSTRUCTIONAL METHODS AND MATERIALS

## INTRODUCTION

Learning is a very personal experience for the adult. A volunteer at a community based program in New York City illustrates this fact with the story of the Puerto Rican student who works washing floors. The student had responded eagerly to the program's writing emphasis with rich and deeply felt poetry. But he did not want to read. The teacher tried everything. Baffled, she finally asked, "What would you read if you could read anything you like?" "Shakespeare," he responded. The volunteer, knowing that interest and self motivation are the keys to learning, built a reading program around listening to tapes of Shakespeare and following along in a text. The learner, with his ear for poetry, has memorized many passages and delights his volunteer with "performances" weekly.

Is this teacher unusual? Our research indicates that she is not. She represents a large number of adult educators who are committed to "going that extra mile" for the learner.

That challenge comes most often in the teaching methods and materials, our center link in the programmatic chain, educators use to interest and motivate their learners. It is this combination which creates the unique path to learning for each adult.

Of all the program components investigated, methods of instruction is the richest and the most diverse. It offers the greatest opportunity for creativity. It is what most programs feel they do best. So in this section we will discuss the "how" of teaching -- ways teachers and adult learners work together to light that spark. We will also explore the materials programs use to support the learning process.

At the beginning of the section we examine reading methods. Here we investigate the controversy between phonics and language based instruction as the most appropriate method for beginning readers. Next, we explore the most hotly debated topic in our field research: individualized versus group instruction. We present the educators' rationales for each instructional strategy; we also hear from some learners about what strategies work for them. Then we look at competency based instruction as a promising method. Proponents of a competency based instructional management system claim it is the wave of the future and that it offers a clean, efficient way to diagnose and chart progress and assess instruction. Finally, we focus on computer-assisted instruction. How common is it? Does it offer possibilities for adult education?

In the second section of this chapter we look at the principal actors in the instructional process -- the learner and the teacher -- and examine their interaction. What part does the learner play in the choice of teaching methods and materials? Similarly, how is learner preference related to teacher choice of methods and materials? And finally, does a program's philosophy play a role in determining those choices? We will conclude with an examination of some of the problems associated with curriculum design and implementation followed by some examples of how some literacy programs are solving these problems.

## SECTION I: READING METHODS

There are two distinct approaches to reading instruction which we identified in our field site visits. The first is the sequential skills approach. The proponents of this method believe that learning to read is like assembling a car. It is essential that each worker insert his part at exactly the right stage in the assembly process. A missing part or a step out of sequence results in a defective car. Conversely, if all goes according to plan, the final product is a well-functioning automobile. So it is with reading. Small incremental steps, or skills, are identified which lead to the ultimate goal of reading comprehension. It is assumed that mastery of more elementary skills is a prerequisite to mastery of more sophisticated ones. Thus, all vowel sounds must be known before a reader can successfully decode the words in a paragraph; or all comprehension skills must be practiced before a learner can adequately interpret a newpaper article.

The second method is the language based approach. Proponents of this approach believe that learning to read is like learning to talk. Given enough exposure to real language, with some specific "helps" along the way, the adult will finally integrate the information and use the necessary processes to gain meaning from print. Below Figure 1 presents characteristics of both reading methods.

Figure 1

| PHONICS ANALYTIC | LANGUAGE BASED SYNTHETIC |
|---|---|
| 1. abstract -- student masters individual letter sounds, builds to words, then to sentences; must transfer unknown to known. | 1. concrete -- whole text, not isolated words, based on adult interests, and experience -- builds on already developed vocabulary. Process begins with known experiences. |
| 2. initial emphasis on decoding not meaning | 2. initial and continuous emphasis on problem solving*<br>*we try to discover what the author means, while at the same time, building meaning for ourselves. Readers interpret actively in order to gain meaning. |
| 3. skills-oriented -- must master skills sequentially to comprehend. A new skill is then incorporated into the arsenal of strategies a learner uses to gain meaning. As sophistication grows, skills must be honed to interpret more difficult material. | 3. process-oriented -- predicting, confirming, integrating<br>a. predict -- the reader makes tentative decisions about meaning as he reads<br>b. confirm -- the reader tests hypotheses or guesses to see if they are meaningful<br>c. integrate -- the reader incorporates new knowledge into his already existing storehouse of knowledge and experiences |

Figure 1 highlights the essential features of each approach to teaching reading. The sequential skills approach appeals to the learner who is more analytic, can make abstractions, and who grasps the whole because he can see how each piece of the machinery functions. The language based approach is successful with the learner who likes to see the forest before he identifies each tree. This type of learner thinks and weighs as he reads. If he is unaware of a word or concept, he will keep reading for clues rather than stopping at each signal. This learner prefers the concrete and is impatient with learning the steps before he can participate in the process.

The purpose of the preceding discussion is to contrast the two reading methods to show each more clearly. However, it would be misleading to imply that in program practice such purist approaches are commonplace. While teachers seem to profess a preference for one method over the other, they do, in fact, teach according to both. Diagnostic teaching, as mentioned in the section on diagnostic testing, is the teacher's way of determining which methods are appropriate for learners.

In the following section, we discuss each method separately only for the purpose of clarity.

## PHONICS AND SEQUENTIAL SKILL INSTRUCTION

It makes sense that many programs adhere more closely to the sequential skills approach. Why? There are a couple of reasons. The first is that most teachers in adult basic education programs have been trained in traditional reading methodology. This methodology has advocated sequential skill development as a prerequisite for learning. Second, many began their careers in the public school system where basal readers and phonics workbooks are the centerpiece of reading instruction. There are a few programs that advocate pure phonics as the most successsful way to teach adults to read. Those subscribing to the Laubach philosophy are among those advocates. "You'll find that a lot of guys who can't read don't know the sounds of the letters," comments an inmate volunteer. He feels it is crucial to start down the long road to reading with a complete set of supplies. To him, this means phonics skills. An educator in a postsecondary program expresses the strongly held view that reading is like a puzzle, and each part must be located and integrated before the whole can be realized. Sequential instruction in phonics gives the adult control over the tools he needs to succeed in reading. The assumption is that the adult will "pull it all together" at some point in the instruction.

Not everyone agrees that phonics will work for all learners. Some think it is too abstract, that learners lose sight of the whole while they are mastering the parts. In addition, for many learners, phonics resurrects the ghosts of past failure. "Phonics . . . is a skill you should have as an adult reader. (But) I've come to the conclusion that some cannot learn it," warns a teacher in a community based program who works primarily with beginning readers. So, despite teachers' training and experiences, and the seeming logic of building reading skills piece by piece, sequential skill instruction does not command a large following among adult educators.

## LANGUAGE BASED READING INSTRUCTION

Rather than the sequential skills approach to reading instruction, we noted a trend to a language based reading method. When teachers use the term "language based" they mean that reading is one way of understanding language. Since it is language written down, it contains complete thoughts, it is relevant to real life -- it is thinking, not decoding. The rationale for language based reading instruction centers on three assumptions:

- reading is a process, not a set of skills
- each adult brings a rich set of life experiences and a highly developed oral vocabulary to the learning environment
- reading must be relevant to the interests and experiences of the learner

In the opinions of many of our interviewees, a reading methodolgy based primarily on phonics does not address these assumptions. We will discuss each assumption in the following paragraphs.

First, reading is process-oriented. Adults do not have to know every word to get meaning from a page. Nor do they have to practice all the skills before they can understand or appreciate a story. Reading is more like Twenty Questions; the learner questions, confirms, integrates the new knowledge, and moves on. Then the process begins anew. It is a constant weighing and evaluating of information. The assistant director at a community based program in New York explains, ". . . reading is an active process, and a process to which students are bringing meaning to what they read . . . it's meaning-making process."

Second, adults, unlike children, already have the concepts and the vocabulary to bring to the reading task. "It's just being able to identify what he knows with the written language," comments a teacher in a community based program on the East Coast. She goes on to illustrate her point: "I had a student (who) made a comparison between the treatment of females within his own Native American society to the civil rights. He said, 'It's parallel to the civil rights.' The vocabulary and the understanding is there!"

Finally, adults must begin reading with relevant, meaningful materials, not exercises. "I put an emphasis on reading books, novels, short stories . . . I want them reading!" exhorts a correctional educator. An instructor in a community based program adds, 'Even if a person doesn't know beginning sounds, we teach them you can still take a recipe right from the book and you use all the teaching techniques within that recipe." Meaning, then, is the key.

Two techniques which teachers use to teach reading as a process-oriented and meaningful experience are the language experience approach and classroom oral reading. The language experience approach fuses reading and writing. Students dictate or write about their experiences. For example, students could express their feelings about the salaries of sports figures or their town's Little League.

The teacher uses the story as the reading text. Together they identify words to learn and techniques to use in remembering those words. Techniques can include anything from phonics to contextual clues. Because the students have written the story, the story they are learning to read is their own. This story also becomes a source of discussion and the basis of comprehension exercises. " . . . Students create their own curriculum," comments a volunteer. "It seems to apply to anyone. It's a good way to go when you're trying to find out something about them, their needs, and wants and interests," adds a teacher who was trained in this method at an LVA workshop.

As a supplement to language experience stories, many programs use group discussion and oral reading -- everyone is encouraged to participate. "It's like an acting class when it comes down to reading and writing stuff," one student exclaimed. Teachers in all the youth programs we visited argued forcefully for some group reading and discussion. One teacher described her young students as "mesmerized" when the teacher read them Occurrence at Owl Creek Bridge. Another mentioned the importance of listening to each other and giving each other "due respect" for their work.

Increasingly, the teachers we talked to are seeing reading as a holistic process. It incorporates what students know and want to know. It involves them in composing and interpreting. One student in an urban program works in a garage, repairing cars. He is writing and reading his own repair manual. Another student began his instruction by composing text for Christmas cards. That led him to poetry writing, which he loves.

Speaking and listening are part of the process too. Brainstorming as a discussion- and language-generating technique is a staple in the Women's Program in Philadelphia. This program provides education, employment, and social services to women in a low income area of the inner city. Their goal is empowerment so that adults can make a difference in their own communities. Brainstorming is a vehicle to self expression and group decision making. Program leaders themselves use it in staff meetings so teachers can be comfortable with the technique. One example a teacher gives is a discussion about unemployment. "One student would start off with an opening statement, and each student would have to build on whatever has been given and develop it that way . . . It's taking an issue, and their expressing how they feel about it, their opinions."

Holistic education also implies critical thinking. Says a teacher at the Women's Program: " . . . they should be able to take the same concepts they learn and apply them to a life situation. The same processes they use in reading comprehension to draw conclusions . . . need to be applied to their lives . . . to enable them to be empowered, to bring about constructive change in their lives."

We found language experience to be a common technique in community based and ABE programs. Corrections and military programs visited tend to lean more heavily on the sequential skills approach. Most programs report that they are flexible and will use whatever works. Literacy Volunteers of America (LVA) endorses the language experience approach and provides training and materials to help teachers learn the technique. Some of the LVA programs we visited augment the approach with instruction in writing and group work for pre- and post-reading discussion. Interestingly enough, the choice of reading methodology does not seem to be related to whether a program endorses group or individualized instruction.

## INDIVIDUALIZED VS. GROUP: THE GREAT DEBATE

Some educators feel passionately about individualized instruction while others support and defend group instruction. Each form of instruction is associated with specific educational practices. Individualized instruction is usually defined as a one-to-one learning experience where learners work at their own pace on their own identified skill deficiences or interests using creative and varied materials. On the other hand, group instruction is usually defined as a classroom learning experience where the teacher presents a designated topic to the whole class. Learners are usually expected to work at the same pace with the same instructional materials. Sometimes small group instruction can also mean individualized instruction because learners on the same level have been identified for instruction on a specific topic, and therefore a small group is formed. Indeed, individualized instruction and group instruction do not have to be mutually exclusive; they can be combined for instruction in creative ways when appropriate.

Here each side presents articulate rationales for its position. The following presentations describe the kernel arguments of each side of the debate.

Individualized Instruction

Those who support the individualized approach will probably recognize some of their own reasons in this statement from a teacher in an ABE program. "The adults who come to our program have a history of problems . . . a history of needs, and . . . different abilities. There is no way . . . a teacher standing in front of the classroom (can) say, 'Today we will work on x.' . . . I have never found people who are that close in every respect that they can be matched . . . When you have adults, you have to meet their emotional and psychological needs as well. Some of them are very embarrassed to be here. They don't want to work in a group with other people. I don't think that's something you can force . . . They also have different work styles."

A student describes his individualized class as "quiet," with obvious satisfaction. It appeals to some students because they have been in a lock step situation in school and the individualized approach gives them freedom to take their time. A teacher in the Midwest says it is a "joy to be able to zero in on that student with his skills," emphasizing the satisfaction she feels in tailoring instruction to individual needs.

Several educators mention the beneficial effects of individualized work on youth. Among these are: it gives them time to talk quietly and positively with an adult, it provides a good work model, and it encourages the search for independence which characterizes adolescence. One director at an employment and training program comments: "Young adults are exploring . . . and they need to change their minds a lot . . . and you need to have a system to respond to that." He does that with an individualized competency based approach. In sum, the proponents of individualized instruction praise its capacity to respond to individual needs. One volunteer goes as far as to claim that "an hour spent with a tutor is worth more than a whole semester with a teacher."

Not all programs using the individualized approach feel it is without flaw, however. The director of an all-volunteer program whose mission is to provide one-on-one tutoring complains, "We are kind of unhappy with the one-on-one tutoring . . . the students tended to develop a real dependency . . . it went both ways . . . one might have found a tutor who we felt wasn't doing very well . . . it was this huge problem of trying to tear them apart . . . (the student) wasn't developing self-confidence, independence, assertiveness, so we thought the small group would be beneficial in terms of developing independence."

Those who support small or whole group instruction often feel that the one-to-one relationship is an isolating experience. Many reasons for group teaching center around the social and emotional needs that all learners bring to the classroom. One inner city community based teacher from the East sees it as a practical matter: "I prefer the whole group because they are all students, they can all deal with issues . . . It's an idea for developing a cohesive unit because they are a group of people, they live in the community, and have a lot to learn about themselves as a group and because part of what we do is . . . to help them recognize that they are a part of the community . . . They feel a sense of attachment for each other . . . a connectedness."

Meeting emotional needs is only one reason for group teaching. Educators endorse group teaching for academic reasons, too. The director of an ABE program in Massachusetts explains, ". . . you have to have unity . . . people need to work together towards a common goal, and a common goal is to learn something." Another director in Pennsylvania adds, "It doesn't matter what their reading level is . . . they are all adults, and each one has something different to contribute to the class . . . a different background . . . wealth of knowledge that . . . they share, and everyone gains from that person's experience . . . we try to learn from each other." It may be that in adult education it is hard to separate academic from social and emotional goals.

During our field site visits we noted a definite trend to small group instruction. Programs in all sectors are adding group components, even if they retain individualized instruction as the primary instructional strategy. Here are some examples:

- In an employment and training program, groups were added for life skills instruction and so that "people could meet each others' needs and feel more comfortable with each other."
- A community based program which uses an individualized competency based approach is experimenting with student team learning. In this model students who have completed learning modules work together as a group, teaching, quizzing, and reinforcing each other with a variety of techniques.
- A military instructor encourages his students to help each other. "The peer tutoring works fine . . . I don't care who teaches them as long as they get it!"
- A correctional educator uses rap sessions as a pre-academic experience to ensure later success. "Before you can get to (reading and writing) and make them count for yourself, you have to believe in yourself. You have to know you're worth it."

- One community based organization has simply concluded, after a long outside evaluation, that group processes produce better results -- both academically and socially. Even though they were originally a volunteer orgainzation offering one-to-one instruction, they encourage students to join groups and they train volunteers in group processes. Group instruction is more cost effective and enables the organization to offer instruction to more students.

- Peer instruction takes place during group instruction too. Instead of holding up the groups who are progressing, students who have mastered concepts volunteer to help each other. One student put it this way: " . . . once you find out you learned something, you feel important, so I'm going to get up and show it to somebody else . . . Everybody basically helps each other. It's like a family group. Everybody sticks together."

Although programs feel committed to the methods they endorse, the issue remains controversial. So, which method is best? There is no clear answer. It seems that if you believe something strongly enough, you make it work. There are certainly strengths to both methods, and both are successful. Programs appear to be convincing in selling one method to learners. Many programs, while subscribing to one method or the other, offer options to students who prefer to learn in other ways.

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(For descriptions of group teaching techniques in ESL programs, see Appendix A at the end of this section.)

# COMPETENCY BASED INSTRUCTION

Competency based instruction is not a method, but an instructional management system. As such, it combines diagnosis, instruction, assessment, and evaluation. We include it here because the method of delivery is relevant to how educators think about instruction. It is independent of reading methods or grouping patterns. It accommodates any and all grouping patterns and represents a content or skills approach to reading. Consequently, it is not tied to instructional methodology.

The main characteristics of a competency based format are:

1. learning objectives are clearly stated, and in behavioral terms;
2. pacing is individual;
3. instruction is outcome-based, not time-based; time is flexible;
4. instruction includes counseling for needs assessment, diagnosis (formal and informal) to determine which objectives a student has already mastered, prescription to place student accurately in an instructional sequence which meets student needs, instructional plan which meets student needs; mastery testing or evaluation (formal and informal) of instructional objectives;
5. instruction provides for open entry/open exit scheduling;
6. instruction provides a variety of activities and modalities (e.g., independent work, large group, audio-visual, computer-assisted instruction, etc.);
7. instruction focuses on basic skills, life skills, job-related skills, or a combination.

Competency based systems can be "home grown" or pre-packaged. We include examples of each type below -- three programs which have worked in-house to develop systems and one published system.

## Jobs for Youth-Boston, Inc.

Jobs for Youth-Boston has created and delivered its own competency based instruction since the program's beginning in 1976. The original program focus was work-related education. Then academic competencies in reading and math were added. Later, academic competencies were integrated into the job-related ones. Recently, the program has concentrated on developing more academically related competencies. The competency based GED program, just completed, is a good example of this.

David Rosen, Associate Executive Director at Jobs for Youth-Boston, and Jean Chambers, the senior instructor, describe the program this way:

> "The competency based GED preparation curriculum combines the structure of a competency based instructional management system with the content tested by the GED examination. It provides the distinct advantages of a competency based format . . . (but) it does not include the life skills content often found in other competency based adult education curricula. It is intended for programs whose students want preparation for the GED, . . . and whose teachers want the clarity, efficiency, measurability, and motivating qualities of competency based curriculum design. The curriculum uses popular, readily available GED instructional materials from such publishers as Cambridge Book Company, Contemporary, McGraw-Hill, and Steck-Vaughn. Thirty-two

'competency modules,' each with specific, learner centered objectives, activities, and pre- and mastery tests, are designed to teach the basic skills and knowledge needed to pass each of the five sections of the examination . . . One module, within the writing competency area, is designed to teach paragraph composition skills, which are not directly tested by the GED examination . . . Another special module is designed to teach test-taking skills and strategies. The curriculum guide contains competency titles and page number references for pre- tests and mastery tests and for main and supplementary instructional activities . . . Because the curriculum references widely used competency based and other commercial instructional materials, it is inexpensive to adopt and well-suited to a range of GED programs . . ."

Rosen and Chambers add that they are currently field testing the self-developed curriculum in Boston with 17-21 year olds who have left school without graduating. For information about field test results, descriptions of the curriculum, and copies of the curriculum guide, contact David Rosen, Associate Executive Director, Jobs for Youth-Boston, Inc. (See Appendix B).

## Adult Diploma Program

The Adult Diploma Program (ADP) at Lowell Adult Education Program, Lowell, Massachusetts is competency based as well. The staff there were interested in the N.Y. External Diploma Program and the Adult Performance Level (APL) Project from Texas, but they wanted something more "academic than practical." "To us, a high school diploma represents achievement with ways we would use our academic ability to apply to our practical everyday living," explains Betty Tsapatsaris, one of the developers. Consequently, they designed their own program working closely with local school officials and their advisory committee. The student must complete 80 credits with a minimum of 40 in academics (i.e., English, mathematics, science, and U.S. history) and a minimum of 15 in life skills. To aid students in acquiring the requisite skills needed for mastery of objectives, the staff developed competency based modules in reading, mathematics, and English. They use these now to supplement instruction in their regular ABE program also.

## Caldwell Community College and Technical Institute

Another program that has decided to adopt a competency based system is Caldwell Community College in Lenoir, N.C. With a Title III grant they are examining the competencies needed for adult basic education, the adult high school, and the vocational, technical and college curricula. They are also looking at the skills needed for entry into ABE and GED, and for transfer into vocational training and college. The goal is to design a "spectrum" of competencies from level 0 through college in reading, mathematics, and English. Part of the study includes a follow-up to see how many people who enroll in the college have completed either adult high school or GED.

The three programs presented above represent promising practices in competency based instruction. The two examples which follow are competency based management systems. As such, they include planning, diagnosing, prescribing, and assessing instructional needs.

## The Comprehensive Competencies Program

The Comprehensive Competencies Program (CCP) designed by Robert Taggart at the Remediation and Training Institute is a system available for adoption. Taggart describes it as "covering academic objectives from the beginning level up to those needed for postsecondary education and training, and covering a comprehensive array of functional objectives considered vital for successful adult performance in the world of work, the marketplace, and the home. The system is structured so that this range of instruction can be delivered in totality or in parts, as either a core or supplementary component of youth and adult programs. It also includes computer management and instruction options."

The CCP "encompasses . . . available instructional materials, including written, audiovisual and computer assisted lessons . . . The organizational framework of diagnostic tests, decision rules, suggested lesson assignments, mastery tests, and record-keeping forms is in the public domain. Most of the referenced materials are commercial products." The components of the CCP address two broad competency domains: academic and functional competencies. For more information about the CCP contact Robert Taggart, Remediation and Training Institute. (See Appendix B)

## California Adult Student Assessment System (CASAS)

CASAS is a complete educational assessment system designed to measure competency based curriculum for all levels of adult basic education and ESL including a pre-vocational curriculum. The system's capabilities include: 1) assessment to place learners into program and level; 2) assessment to monitor progress; 3) assessment to certify attainment of competencies; 4) materials and procedures adaptable to a variety of educational settings and linked to competency based curriculum goals and instructional programs.

CASAS is administered through the CASAS Project Staff of the San Diego Community College District, but represents a consortium of 90 districts and agencies in California and five other western states. (See Appendix B) Services offered by the consortium:

> CASAS Competency List -- a common core of competencies included in ABE and ESL programs. These encompass 26 competency areas and 132 specific competency statements.
>
> CASAS Curriculum Index and Matrix -- a list of curriculum materials coded to specific competencies. Eighty-nine publications classified by level are included. The list is updated yearly.

CASAS Item Bank -- a bank of over 2000 items designed to measure specific competency statements in the competency list. Both student achievement and group progress can be monitored.

Management of Curriculum and Data -- test scoring, test reports are available as are sample record keeping forms.

Technical Assistance -- provided to districts and agencies in developing an assessment system that directly measures their identified curriculum.

How do programs feel about a competency based system? The director of a military program which has just adopted a management system like the ones described above says: "Adult learners really don't like going back to a traditional classroom approach. They like the idea of being more in control of their own educational process. I think they like to choose the way they spend their time . . . and to me, one of the big advantages with this program, is that students have that control, they can work at their own pace . . . they can get one-on-one tutoring assistance from the teacher instead of being one of the group."

The director at a program for out of school youth exclaims: "The objectives are clear. They're sequential! That's the way the people learn. (We) have a developmental educational philosophy." She continues, "This kind of system allows teachers to do what they do best. (In other sytems) . . . a lot of a teacher's time is not time engaged with a student on a specific learning task . . . It's in marking papers." She ends with a sincere endorsement: " . . . although I never would have said this two years ago, I have come around to thinking that it is the individualized self-paced component that is the most successful means of instruction for this population."

What is the future of competency based management systems in adult education? Its proponents claim that it is not as widespread as it should be because educators hold certain misconceptions about it. Among these are:

1. There is a "technical gap." Most teachers have had neither the training nor the opportunity to be able to state the criteria of performance for learning outcomes, to design criterion referenced diagnostic and assessment devices, to evaluate success based on individual mastery; or, to apply basic skills to specific life roles.

2. It takes a lot of time. Because competency based systems require a re-thinking of goals and processes, staff must be willing to devote the energy and the hours and the financial resources it takes to specify learning objectives, and to design diagnostic, assessment, and evaluative criteria. Breaking a body of knowledge into "pieces" or competencies also implies some hard choices.

3. There is constant confusion between competency based instruction and life skills curriculum. Competency based instruction defines basic competencies in reading and mathematics and requires that they be applied to specific

> life roles. A life skills curriculum like the Adult Performance Level, defines life skills, such as procedures to follow in a medical emergency. While life skills may require the learner to use reading and math skills, the focus is on the life skills, not on the academic ones.

While not many of the sites we visited had implemented a competency based system, it may hold some promise for several of the more persistent problems educators mentioned to us. Among these are the difficulty of diagnosing learner needs; of meeting specific needs, especially as they relate to employment; of providing useful alternatives to the GED; of documenting learner goal achievement; of providing evidence of constant and incremental success to learners with low academic self-esteem; and, of evaluating program success. Trainers in competency based instruction as well as competency based curricula and assessment systems are listed in Appendix B.

## COMPUTER ASSISTED INSTRUCTION

Although computers certainly are not the major tool for instruction in the adult education programs we visited, we did note certain trends within sectors. Computers were being used or being introduced in most of the local ABE programs and in half of the correctional programs.[1] Both programs which use the CCP own computers which they use as one mode of competency based instruction. With the rush to computers in the public schools, why hasn't this same urgency gripped the adult programs? Is it money, training, lack of interest?

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[1] For information on A Statewide Approach to Computer Application For Adulter Literacy Programs, contact Lighthouse/Technology Project, Dr. Richard J. Lavin, Executive Director, Merrimack Education Center, 101 Mill Road, Chelmsford, MA 01824 or Ms. Gale Ewer, Director, Mass. Department of Education, Springfield Regional Center, 88 Massasoit Avenue, West Springfield, MA 01089.

Certainly money is a constant, and sometimes overwhelming, consideration in most literacy programs. After allocating necessary funds to salaries and books, there is little left to invest in new and expensive technology. Some programs have sidestepped the economic problem by forming cooperative relationships with businesses who loan or donate hardware and software. One program located near a military base shares computers with a military program.

The programs that do use computers mention these issues for others to consider:

- Staff adjustment. One postsecondary program has been talking to and training teachers for a year and a half. It's like "teaching an old dog new tricks," the director commented. "If they don't like it, it will fail."
- Benefits of computer literacy. Students who have computers for instruction are somewhat "literate" and perhaps more employable in a technological society.
- Versatility. Using a computer for instruction is "almost like a library" it offers so many options.
- More time on task. Computers allow teachers to spend more time teaching since they handle many of the routine testing and record-keeping chores.
- Will the machine replace the teacher? An enthusiastic user in New York City still says "no." "I don't think computers will ever replace a teacher in the classroom, nor should they. That interaction is vital . . . (it's) just another way that a person could learn a different skill . . . give observations here about why they don't do it."

# LEARNER FOCUSED EDUCATION: TAPPING A PASSION

What really drives adult education? When asked why they stay in programs learners say: the teachers care and I'm learning. What does this mean? Why do some programs have high retention rates and others barely scrape by? From what our interviewees say, it has to do with making the learner the center of the instructional process. One urban volunteer calls this "tapping a passion." "Once you plug into that you're set!" With the learner as the focus, the teacher becomes a facilitator, the person who guides the learning process, not "the person pouring out knowledge," as one East Coast director expressed it.

We might comment that this is easier said than done. Many of these adults have already failed with traditional methods, so adult programs must take a different approach. Classes are not driven by what the instructor wants to cover that day, but by learner goals, needs, interests. The teacher creates a "dialogue with the student," explains a community based director; and "teaching has to relate to the student's life . . . and to empowering and changing their lives and (it has) to make sense . . . concrete, as much as possible."

In this section we illustrate how programs make learners the focus of the instructional process. We see that instructional situations which put the adult in control, which contribute to his/her empowerment, are the ones which motivate him/her to return day after day. Our interviews have shown us that adults will not continue to attend when lessons are boring or unrelated to their daily concerns. Similarly, adults will not continue to attend when lessons do not enable them to meet their goals.

Programs make the learner the focus of the instructional process in three ways: 1) by eliciting students' goals; 2) by offering options in methods and materials; and 3) by making learning relevant to students. It is here that methods and materials come together to provide meaningful and successful instruction. In the three sections which follow we explain how programs set goals, offer options, and make learning relevant.

## SETTING GOALS

"You cannot develop a program for a student . . . in other words, you have to look at the student and develop a program around his needs . . . the adult knows his problem basically . . . because of his realm of experiences." This is how one midwestern community based director explains her instructional philosophy.

To develop a program around learner needs, the instructor must know student goals. Although many learners state their goal as "learning to read," others have more specific objectives. Adults enroll in literacy programs for a variety of reasons -- to make out grocery lists, to read their bills, to study for a driving test, to read the Bible, to figure interest payments, to interpret contracts, and to read recipes. Others come for job training.

With such a plethora of needs to meet, programs must develop flexible systems to help establish and document learner goals. One youth program is implementing a contract system where the teacher and student work out their plan together. The contract will not only give the student a "sense of ownership," but will also help chart progress. In another program, the teacher and learner use a management instruction system. Together the teacher and student prepare a master sheet with the learner's broad goal and the first set of subgoals. The subgoals are written as tasks and specify skills and materials. This overview charts the instructional process for the next three weeks.

## GIVING OPTIONS

Setting goals implies choices. As we discussed in the section on methods, most educators are firm in their conviction that there is no one "sure fire" way to reach a destination. There are many paths. This is where options come in.

Our interviews are replete with illustrations of how programs provide options or choices to students. There are options in grouping, in choice of methods and materials, in courses, and even in class topics. Below we illustrate some practices that programs use to involve learners in their own educational process.

Grouping. One employment and training program uses individualized, competency based instruction, but provides a consultation to all clients to determine their learning preferences. Those who would prefer to participate in a different type of program, (i.e., a traditional high school), are referred to a program that suits their needs. They have compiled a directory of all programs in their large urban area which offer educational services to youth and adults. Information about programs includes everything from subway stop to neighborhood to types of credential offered. Other educational and social service agencies use the directory to make accurate and efficient placements.

Methods. The ideal teacher "has to be willing to dig in with the individual student and to explore different types of curriculum, strategies, and learning styles . . . and to have an arsenal . . . of techniques." This is how one teacher describes the importance of seeking method options.

One program teaches students about different ways of practicing reading skills and encourages them to choose the methods which suit them best. ". . . After a month my students know what the repertory of things is that we can do. We can read together, we can write language experiences, we can work on words, all these things! . . . And then you have the student coming in saying, 'you know, I should work on this now . . .'"

Materials. Teachers recognize that they cannot define students' needs and interests, therefore, a "cadre of materials" is essential.

"Out of the 1000 books in our resource center, there is not one book that we would put a student into on a regular basis," states one director. He is opposed to the practice of placing a student in a skillsbook or a series as the only means of instruction. He continues, "my assumption and experience has been that they want to read the same things I do, that they enjoy . . . human development and creativitiy and . . . Emily Dickinson . . . Carl Rogers and Maslow . . . (if you) rewrite it (a little)."

Another option to workbooks is student writing. "We try to have students write their own poetry, and that's great material for other students to read," exhorts the director of a program for beginning readers. In addition, many teachers build lessons from language experience stories or from materials students bring in.

*Mini-courses*. Some military programs offer courses in study and test-taking skills. One correctional program conducts an extensive career awareness curriculum. In another correctional program small groups of six to eight students focus on writing, typing, or oral reading for a period of three to four weeks. A postsecondary program uses extra-curricular activities such as basketball and softball leagues to provide options for students.

*Class topics*. Teachers frequently mention incorporating a student's interest or question into an impromptu class discussion. One teacher in Pennsylvania took a student's anger about incest and used it for a brainstorming session. "What are all the words you can think of that deal with incest?" she says.

Then, "How can we group these words? Let's take one issue in incest and group the words that belong under that issue . . ." Topics like this reap unexpected benefits in developing discussion and critical thinking skills. "They come in with a lot of knowledge that has been asleep for a long while . . ." comments the teacher.

## MAKING LEARNING RELEVANT

"Relevant" and "meaningful" are words which come up repeatedly when educators discuss the crucial elements in selection of instructional materials for adult learners. "We are working from materials that students identify in their own lives, that they want to read," explains one director. "I talk to them about topics they'd like to explore," adds a teacher at one ABE program. For reading to be meaningful for adults, it is essential for them to realize the relationship between their present store of knowledge, their life experiences, and the new skills they are learning. They need to see how the new skills they are learning can help them better perform their daily tasks, from parenting to working in a machine shop. The examples below are a sample of the many approaches programs are using to appeal to the real interests of the adult learner.

A math instructor in a military program uses articles from the newspaper to help students figure interest. At income tax time, he designs lessons to teach that skill. He also teaches a module on contracts in which he uses two real contracts so that the students can "pick it apart" and learn to interpret legal terminology. In another military program, reading and math lessons are drawn from soldiers' manuals or typical military situations so that skills can be applied directly to daily tasks.

An inmate tutor at a correctional institution, when asked what students want to know, replies, "Early on, one of the main things students want to do right off the bat is writing letters . . ." He describes how he deviates from the lesson to help the inmate write the letter, even if he has to print it out for him. In prison, where waiting lists to use the telephone can be a month long, writing letters is "one of the major forms of communication," explains the tutor.

Using familiar and compelling topics is another way to relate reading and writing instruction to real life situations. A teacher in a community based program describes how she uses the story of the break-up of a marriage to encourage the development of thinking, discussion, and writing skills. Students are encouraged to take sides in the debate and justify the positions of both the man and the woman. As students become involved, thinking and discussion flow.

The Women's Program in Philadelphia believes that all teaching must be centered on the learners' life experiences and interests. They have developed a "learner centered" curriculum which is based on the conviction that a person learns to read best when the curriculum addresses issues of concern to the student. The program develops its own materials to "focus on those issues or those underlying themes which may emerge from class discussion." Several manuals, as the materials are called, are already in use in the GED classes, and a manual on oral traditions for the ABE level, from beginning readers to pre-GED level, is the newest project.

"We found that students liked to talk about their families and how things used to be . . . in this manual, we deal with the history of the family . . ." explains the director of curriculum development. To compile the manual, instructors and paraprofessionals interviewed senior citizens in the Fishtown-Kensington area of Philadelphia where most of the students live. The oral histories document the themes of women's lives, men's lives, discrimination, hard times, and growing up. In addition, the editors are incorporating some geography to enrich the understanding of those who have never traveled beyond the boundries of their small community. Language arts exercises and comprehension questions, which are developed from the text, are all geared to the level of the ABE student. "You find students want to learn it because it is something they can relate to, something they helped create, and it helps them take part in the learning process. They take responsibility for their learning and they have input into it . . . It gives incentives . . . they can take that same story and build on it generation by generation." The manuals are used in reading classes and are supplemented with other manuals, both commercial and teacher-made.

Curriculum development of this type involves a huge commitment of time and money. The Women's Program feels it is worth it. The curriculum developer explains it this way: "The average student who goes to a program is not aware that there are alternatives, whether with materials or a life situation. That's why this program is so special. We present the alternative teaching methods, materials, and alternatives that they can take to apply to their lives."

## COMMERCIAL MATERIALS

Most programs, however, do not develop their own materials. They cite the obvious impediments of time and money as the reason. In addition, most programs are happy with using commercial materials as a base for instruction. Teachers and directors explain that many publishers have responded to the need for quality, relevant and adult-oriented materials with just that -- materials that adults like and use willingly.

The compelling reason for using commercial materials is the great variety available -- skills work, practice exercises, stories, articles on health or the law, and opportunities to practice reading directions, to mention a few. Our field site visits reveal that there are several reasons why a variety of commercial and "real life" materials are important in adult literacy programs. First, having many materials provides the opportunity for wide choices in reading. This is especially essential for beginning readers, who should practice with many types of materials. "You don't want 30 books at the beginning level, because the person needs to read 200! If someone is in the program for a year or so they run out of books before they can advance to the next level of materials," comments a director of a volunteer program in a prison. "The key is to saturate," explains the correctional educator. She picked up 20,000 volumes that were being discarded when a local library closed its doors. "Sophisticated, interesting books that are interesting to read are hard to write. There are just not very many of them." The library volumes provide the inmates with a wide choice of books with varying degrees of difficulty and on a variety of topics.

Second, many program leaders feel that learners must go beyond their more narrow goals like filling out applications, to using their new skills in a broader context. If the program teaches nothing but life skills, " . . . they just don't develop the kind of fluency they really need," comments a director in a large urban program. Third, some educators feel strongly that students want and need exposure to literature and the great thinkers of the past. "They want poetry, they want Karl Marx, they want whatever we can get them," explains one director who frequently sits down at his typewriter and adapts material for his beginning readers. Finally, since all students have different interests, there must be a variety of materials to meet those interests. This may mean ordering two or three copies of many types of materials, going to a library, ordering free government pamphlets, or sharing poetry which students wrote the previous year.

Despite their wide use of commercial materials, educators still caution that teachers must use discretion in choosing materials. The most frequently heard criticism of commercial materials, especially the skill-type for beginning readers, is that they are boring and sometimes offensive to the mature adult.

Obviously, a major consideration in choosing material for learners is their ability to experience success. This brings us to another problem with commercial material -- readability level. We mentioned in the section on diagnostic testing that grade level scores on achievement tests are often used to match learners with materials of a certain readability level. While the process sounds simple and straight forward, it is actually a complex decision.

Readability of a text is usually based on three criteria: 1) the number of syllables in words used; 2) the frequency of certain "common" or basic words; and 3) the number of words in a sentence. Even the developers of readability formulas caution that there are some serious flaws in these, albeit useful, formulas. First, the formulas don't take the structure of the sentence into consideration. An inverted or compound-complex sentence may "throw" a reader because it doesn't follow a conventional pattern, even though the vocabulary load is fairly simple. Second, the number of syllables is not always a reliable indicator of difficulty level. The frequent use of "Mississippi" will inflate a readability level, even though it is not a difficult word for most readers to remember. However, one-syllable words like "ewe" or multiple meaning words may confuse them easily. Third, the concept load of a passage may be much more difficult than the vocabulary. Hemingway's *Old Man and the Sea* has a low readability level; the concepts it develops, however, are much more complex. Comprehension is not based on decoding; it is based on understanding.

When a publisher assigns a readability level to a text he may use one formula or average the levels obtained from several formulas. Much has been written in the *Journal of Reading* (International Reading Association) and elsewhere about how readability designations vary depending on the formula used. Suffice it to say that because of all the reasons listed, readability designations assigned by publishers should be used with caution.

Readability formulas often underestimate the difficulty of a text for a reader. However, there are many occasions when readers can understand and enjoy material which seems much too difficult for them.

Teachers frequently cite examples where interest, background, and motivation make readability level irrelvant. Clearly, the learner who wanted to read Shakespeare did not have the skills to master that task on his own. Yet his inituitive sense and appreciation of language and his love for drama enabled him to tackle reading usually reserved for English majors! Readability, then, is a help in choosing materials for a learner, but not a sure-fire method.

Teachers should regard readability levels with a healthy skepticism and "try out" materials on learners to make sure that materials suit learners' interest and ability.

Another problem mentioned by educators is that there are not enough materials which portray the experiences and interests of different ethnic groups. The most serious indictment we heard of some commercial materials is that they "write off" the poor and the disenfranchised because they don't talk about things that are real in their lives. "A lot of books show them what to do with checks and phone bills . . . (our students) don't have either! Life skills for whose life?" questions a director whose students come from a decaying neighborhood in a large eastern city.

## CURRICULUM DESIGN: ROAD MAP OR DETOUR?

If the learner is to be the focus of the instructional program, what implications does this have for curriculum design in adult literacy programs? Does it mean that a curriculum, or list of instructional objectives, is impractical? After all, learners' needs and interests don't necessarily follow a prescribed developmental sequence. We detected a tension between those who feel that a curriculum is unnecessary or irrelevant and those who insist that learner needs can still be accommodated with a sequential list of skills or competencies.

With the exception of competency based programs, few programs mention that teachers are required to cover a specific set of skills or objectives in the course of instruction. Many more express the need for such a structure in their programs. One teacher complains that there has never been any supervision in her program. No one is really sure of whether teachers are covering all areas of instruction. Consequently, she feels that some students are falling through the cracks. "There are skills and objectives that need to be met," she says; there is some need for a sequence that can be used as a "jumping off point" at least.

Those who support a curriculum framework like the teacher above, feel that it is important to be accountable. Keeping to some kind of structure allows for a smooth transition from teacher to teacher, and it supplies a record of progress for students. Documenting student progress, with accountability and sequential teaching are all necessary elements for a structured curriculum. "The concept of having something that's hierarchically structured with clear objectives each step of the way and having some way of measuring people as they achieve it is a good one," concludes the director of a youth program.

Those who oppose a structure argue that it leads to "lock-step" progression and denies students the opportunity to pursue new goals or interests. They suggest that "hierarchical" means putting a student through a series of workbooks in which he has little choice and even less interest.

In fact, there is a middle ground. Some programs have developed plans in which they can have it "both ways." One competency based employment and training program encourages students to choose objectives. In this way, student needs and interests are met in a structured way that documents goals and success. Teachers in one ABE program are now writing down the sequences of instruction that seem to work for various types of students who enter the program at different stages of literacy. These sequences will become a guide for other teachers who are planning for similar students. In one community based program, the director expects instructors to teach a core set of concepts but leaves them free to choose methods and materials. A curriculum plan, then, does not mean slavish adherence to materials. In fact, many programs have managed to follow a plan with an eclectic approach that best serves learner needs.

The issue of who is responsible for curriculum decisions emerges from the discussion of curriculum structure. Once again, there is no clear consensus on who should make the ultimate decision. Some say the teacher is the expert and is competent to make all curricular decisions. These proponents would argue that clasroom decisions do not impact on issues outside of the classroom.

However, others feel that the director has a responsibility to participate in those decisions so that they reflect program philosophy. Participation also allows the director to remain up-to-date on instructional methods and materials. One director feels she has no credibility in staff evaluation unless she is involved in curricular decisions. Another director feels that if the "art of teaching" is valued, all program staff will involve themselves in curricular decisions. In some way, the decisions that directors make about curriculum reflect their own management philosophy. Some directors are content to deal with administration only; for others, this includes monitoring the instructional process.

Surprisingly, it was teachers, not directors, who most often desire to include administrators in curricular decision making. One teacher at a postsecondary program concedes that it is "overwhelming" for a new teacher who must choose materials from the huge stock in the curriculum library. New teachers and volunteers often need assistance in planning instruction and choosing materials. Because so many programs employ part-time staff, there is no ready avenue for advice and guidance in curriculum if programs publish no set of guidelines. One teacher feels strongly that choice of curriculum and of methods and materials is a philosophical statement. The whole staff needs to be involved in choosing and implementing that philosophy.

## CONCLUSIONS

Our discussion of instructional methods and materials illustrates that the only sure direction is one that is focused on learner needs and interests. Here are the highlights:

- The two dominant reading methods used for beginning readers are the phonics/sequential skill approach and the language based approach. Some educators feel strongly that pure phonics has limited success with adult learners. Their reasons include: 1) most students in adult literacy programs have already "failed" with phonics in school; 2) phonics is too abstract and too removed from the "real world" of reading; 3) phonics is too laborious. Learners tire of the long process, they want to read immediately.

Language based reading instruction emphasizes the "process" approach. Context and reliance on past experience are the dominant word analysis techniques. The language experience story, with many variations, is a favorite vehicle for providing "real reading" material for beginners. Programs sometimes continue to place an emphasis on student writing even after their reading skills take them beyond the experience story.

Most programs use a combination of techniques depending upon learning style, even though programs do tend to endorse one method or the other.

- Grouping is a topic which provokes emotional reactions from our sites. There is a definite trend toward small and large group instruction, either as a major method or as a supplement to individualized instruction. Peer instruction draws support from both staff and students for its ability to promote both social and academic growth.

Programs are articulate about their reasons for endorsing individualized or group instruction. Individualized instruction makes it possible to meet individual student goals, and can be tailored to suit individual pacing and learning styles. In addition to the privacy it provides, it also permits the learner to establish a meaningful relationship with the teacher. This relationship is cited almost universally by learners when asked why they remain in literacy programs.

Group instruction, on the other hand, promotes a cohesiveness; it gives learners the sense that they are all "in it together." It helps build a dedication to other members of the learning community, and thus to the wider community. Peer teaching is often used to "individualize" instruction for those who are having problems keeping up with the group, but students in group situations do not mention pacing as a problem. Instead they use words like "family" to describe the classroom situation.

Some programs, while endorsing one method, provide options within the program or through referral to other programs near-by. However, they seem successful in convincing most of their learners that their method is the "best"!

- Competency based instructional management systems, though still relatively infrequent, may offer answers to some persistent problems of diagnosis, assessment and program evaluation.

- The key to making learning successful for the adult is focusing instruction on his needs and interests. This perspective transcends discussion of methods and materials. The program must: 1) involve students in setting their own goals; 2) give the student options; and 3) make learning relevant to the student.

- Commercial materials form a major portion of materials used in adult programs. Staff interviewed feel they are of relatively high quality and provide the variety necessary to provide practice and meet a wide range of student interests. Problems with commercial materials include: 1) materials for beginning readers can be boring and insulting; 2) readability levels are sometimes misleading; 3) materials sometimes determine curriculum sequence rather than vice versa.

Most students do not express a great deal of interest in the materials they use; rather, they are interested in how materials help them meet their goals. Teachers, on the other hand, have some definite ideas about materials. While they would like to spend more time in curriculum development, time and money remain major obstacles to that goal. Programs that develop their own materials in a systematic way are rare, but they defend the use of time and money as the best way to focus instruction on the learner -- his/her experiences, community life, and interests.

- Many teachers express a desire for a more sequenced or orderly curriculum plan. Most feel this could be developed without slavish adherence to a "lock step" approach. The role of the director in setting direction and participating in curriculum decisions varies widely, although teachers support an active director role.

"Eclectic" may be the watchword for our discussion of methods and materials. The experience of the educators we interviewed tells them that certain methods suit the adult learner better than others. But they are not dogmatic. They know that to keep their learners they must first attend to their goals, needs, and interests. The learner challenges the educator to be flexible, to blur the line a bit. The answer does not lie in method or material, but in how these tools are adapted to the adult who has come to learn.

The program has an additional responsibility to the learner. It is to manage the instructional process so that all the components come together to document student achievement. This means monitoring teaching and curriculum; it means evaluating effectiveness; and it means doing this within a framework which allows students individual choices and paths. Many of our sites meet this challenge with great success.

## Appendix A

## TEACHING TECHNIQUES -- ENGLISH AS A SECOND LANGUAGE

English as a Second Language instruction is done primarily in groups. Most programs group by oral language ability, but some consider written language ability too. For example, as one counselor in an ESL program pointed out, some students have highly developed reading and writing skills in English, but almost no ability to speak. Some decision must be made to place them where they will have the opportunity to develop oral fluency, but not be bored by the simple written exercises.

One ABE program groups by previous educational experience. Those who come to the U.S. with a bachelor's degree, but no conversational ability in English are put in a "fast track" class, while those who have had no previous schooling are grouped differently.

ESL teachers cite many interesting activities which they use to encourage students to express themselves in their new language. Many teachers mention role playing and the use of realia in the classroom. Topics which "get students going" are often those related to the students' previous experiences. Two Japanese women did a role play about the role of women in Japan. This led to a whole class discussion about the role of men and women. One Cambodian student told the whole class the story of her escape from her native country. It "really got the language flowing," comments her teacher.

One teacher reports using her own version of the language experience story with her students. Since they don't know many words in English, she repeats a story or dialogue for them. They repeat it, and do all the actions. Then they dictate a version of the story to the teacher. This way the students are "actually thinking in English."

Frequently oral language experiences will be built around life skills instruction. One teacher in a community based program presents students with dilemmas. For example, what do you do with bad meat? She and the students act out a dialogue with the supermarket manager and students learn a valuable lesson: in America, the customer is always right!

# Appendix B

People to contact for Competency Based Intruction and Assessment Systems

1. Patricia Rickard, Project Director
   California Adult Student Assessment System
   San Diego Community College
   3249 Fordham Street
   San Diego, CA 92110
   Descriptor: Technical assistance to districts and agencies in developing an assessment system that directly measures their identified curriculum.

2. Erik Butler
   Center for Human Resources
   Brandeis University
   Waltham, MA 02254
   Descriptor: Technical assistance in designing competency based employability programs.

3. Elaine Shelton
   Consultant
   2606 Top Cove
   Austin, TX 78704
   Descriptor: Technical assistance in implementing alternative competency based high school diploma programs.

4. Jane Zinner
   Dissemination Network for Adult Education
   1575 Old Bayshore Highway
   Burlington, CA 94010
   Descriptor: Coordinator of a network of competency based educators.

5. David Rosen
   Jobs for Youth-Boston, Inc.
   312 Stuart Street, 3rd Floor
   Boston, MA 02116
   Descriptor: Technical assistance and information on the competency based GED preparation curriculum.

6. Renee S. Lerche
   The NETWORK, Inc.
   290 South Main Street
   Andover, MA 01810
   Descriptor: Technical assistance in the design and implementation of competency based remediation systems.

7. Robert Taggart
President, Remediation and Training
Institute
206 King Street
Alexandria, VA 22314
Descriptor: Technical assistance and information on the adoption of The Comprehensive Competencies Program.

8. James Parker
Division of Adult Education Services
U.S. Department of Education
7th and D Streets, SW
Washington, DC 20202-3583
Descriptor: Coordinator of a network of competency based educators.

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# ASSESSMENT

# ASSESSMENT

## INTRODUCTION

As the preceding sections show, instructional procedures often bring forth the best programs have to offer. Creativity, flexibility and practicality are strong elements in the instructional methods and materials which we observed during site visits. If instruction is well defined and well delivered, assessment, or measuring learner progress, ought to be a logical outgrowth of instruction. For literacy programs using competency based instruction described in the instructional methods section, assessment combines with diagnosis, instruction, and evaluation to form a strong, integrated instructional management system. Assessment, for these literacy programs is specific and well-developed. However, for most other literacy programs, assessment, is often one of the weakest links in the program chain. We discovered that beyond general testing issues, most of which were outlined in diagnostic testing, there is little new information about assessment to report. In fact, literacy staff themselves express uneasiness with the assessment issue, just as they did with diagnostic testing.

In general, testing is a ghost which haunts literacy instruction. What causes the uneasiness which educators feel? First, instructors have an intuitive sense that the tests they administer do not really measure the instructional goals which they set with students. This issue of test validity, how to choose the "right" test, cuts across all programs and all sectors. Second, testing of any sort inspires fear of failure. It is not only students who fear tests, however. Staff, too, are reluctant to subject learners to tests which they frequently do not have the expertise to judge and interpret. Third, instructors admit that test results are often not useful in planning an educational plan for students. As we pointed out in the section on diagnostic testing, the grade level scores from achievement tests are used only to place students in classes and in materials, not to create an individualized learning plan. Staff are also uncertain about how much and how often to test. Schedules in some programs dictate post-testing at such frequent intervals that staff know true progress cannot really be made, let alone measured. Finally, literacy instructors are aware of the possible unreliability of testing instruments. When working with disadvantaged adults, one must allow for crises, "bad days," and the effect of other life problems on measuring progress. Teachers are often frustrated when they know learners have made progress but the academic gain does not "show" on test results.

These problems present a major, and as yet unresolved, question for most literacy programs: how does one define and measure progress for disadvantaged adult learners? For even though assessment is a weak link in the program chain, it is not an unimportant one. For learners to remain in programs, they must see a payoff for their efforts. Effective assessment procedures allow adults to see progress. Immediate feedback through frequent monitoring helps learners and teachers make adjustments in methods and materials which will enhance learning. Students who are learning will remain in the program. Assessment, then, should be as practical and tailored to life needs as instruction is.

Tests are the most common method used to assess learner progress. These include standardized and competency based instruments. In addition, all programs depend heavily on teacher observation and other informal measures like progress in materials, check tests and class performance to indicate progress and achievement. In many programs students themselves are encouraged to judge when they are ready to advance. In this section we will discuss the types of instruments programs use to measure learner progress and the variety of testing cycles we observed. The conclusion will put forth some criteria to follow in designing a valid and reliable assessment component.

## TYPES OF ASSESSMENT

The chart on the following page displays the most frequent types of assessment found in literacy programs by sector (Figure 1). Most programs use multiple means of measuring progress, just as many use several instruments to pre-test and place students. It is common to post-test both with achievement tests and more informal measures like ongoing teacher-made tests, observation, and student conferences. Norm referenced tests are used in all

## Figure 1
## Assessment Instruments

| Type of Assessment | Military | Community Based | Corrections | Employment and Training | State/LEA | Postsecondary | % of N |
|---|---|---|---|---|---|---|---|
| A. Standardized | | | | | | | |
| 1. WRAT | 0 | 0 | 2 | 0 | 0 | 2 | 13% |
| 2. SAT | 0 | 1 | 0 | 0 | 0 | 1 | 6% |
| 3. ABLE | 1 | 2 | 0 | 0 | 0 | 2 | 16% |
| 4. TABE | 2 | 1 | 4 | 1 | 1 | 3 | 39% |
| 5. READ | 0 | 2 | 1 | 0 | 1 | 0 | 13% |
| 6. GED (Pre-GED) | 1 | 7 | 3 | 1 | 3 | 3 | 58% |
| 7. ESLOA | 0 | 1 | 0 | 0 | 1 | 1 | 10% |
| B. Competency Based | | | | | | | |
| 8. Competency-Based | 3 | 2 | 1 | 3 | 2 | 3 | 45% |
| 9. Management Instruction System (MIS) | 2 | 2 | 0 | 0 | 1 | 1 | 19% |
| 10. Pre-and Post Test | 0 | 7 | 2 | 1 | 1 | 4 | 48% |
| C. Informal | | | | | | | |
| 11. On-going by Teacher, informal testing | 2 | 9 | 4 | 3 | 3 | 5 | 84% |
| D. Other | | | | | | | |
| 12. Written Evaluations | 0 | 1 | 0 | 0 | 1 | 0 | 6% |
| 13. Letter Grades | 3 | 0 | 0 | 0 | 1 | 0 | 13% |
| Sample size for each sector (n) | 4 | 9 | 4 | 3 | 5 | 6 | N=31<br>N=100% |

sectors. Other methods like letter grades are specific to sectors in which students have to "earn" the right to remain in programs and in which good performance can garner them special favors or advancement. About half the programs attempt to tie pre-testing to post-testing, often by using the same instruments. Nevertheless, pre-testing remains more frequent because all students are pre-tested at entry, but many leave before they can be "officially" post-tested. Programs most successful at post-testing are those who pre- and post-test frequently on individual competencies, thus making it a condition to moving on to the next sequence of instruction.

## Standardized or Norm Referenced Tests

The GED test is the most frequently used standardized assessment and is both practical and relevant to many students' goals. Passing the GED can indeed be a "ticket" to a better life in the form of employment, job advancement or increase in salary. Many indicate that the pride of having completed the high school equivalency is reward in itself. Because the GED is tangible, passing this test represents a real benchmark for many students.

This same statement cannot be made about all standardized tests, however. In general, standardized tests are the most used and the least understood assessment instruments in literacy programs. Staff turn to standardized tests to provide "hard data" on student progress. While this is frequently satisfactory to meet funding requirements, programs must ask themselves if it serves the purposes of learners and teachers as well.

One real purpose of assessment is measuring how well learners are meeting their own goals. Many programs devote a great deal of time to helping students define goals. Once defined, the goals should be measured in a concrete and meaningful way. Post-testing with most standardized tests does not really tell students what they have learned. A score which shows a "gain" in reading skills may be too abstract for the student to interpret and meaningless for the short term objectives which impelled the student to enter the program in the first place. In addition, since the most frequently used standardized tests are group tests, they are not appropriate to measure the progress of individual students. Thus the frequent use of the TABE, ABLE and WRAT as post-tests is not good testing practice.

Additional problems surround the use of standardized tests as the sole indicator of student progress. Because many students do not remain in programs longer than six months, post-test scores are not likely to reflect any significant progress, even if it was made. Schedules which test only in fall or at the start of a new term miss many students because of open entry-open exit policies.

## Competency Based Assessment

As Figure 1 indicates, nearly half of all our sites use some form of competency based assessment. Again, these procedures are often coupled with standardized and informal measures as well. Competency based assessment is usually of two types. In the first type, students set goals and are pre-tested on competencies needed to meet those goals. Learning is broken down into behaviorally specified outcomes, and success is defined as a certain standard of achievement, say 85%, on specified criteria which meet the learning goal. In this way, each step of progress can be monitored, adjusted if need be, and assessed. Students can see immediate progress with frequent feedback. Frequent pre- and post-testing is most common in this type of competency based assessment.

The second type of competency based assessment is the Management of Instruction System. In this system, student goals are set and progress towards those goals is assessed daily or at each class meeting. Daily and weekly goals guide choice of methods and materials. Upon completion of assigned tasks, mastery is measured in a variety of ways. These might include teacher observation, student self-assessment, teacher-made or other post-tests, or demonstration of some behavior, like writing the alphabet or counting out change.

The advantage of competency based assessment is that it offers a way to demonstrate to students that they are making progress. Since competencies are based on personal goals, learners are better able to understand their achievement. Competencies are stated in behaviors, so students can specify how the learning has made a difference in what they can do. In addition, competency based testing provides frequent feedback. Many disadvantaged adult learners have difficulty working for a distant "payoff." It is motivational to be able to measure each step of the way to the final goal.

## Teacher-Made and Informal Assessments

Most learners, when asked how they knew they were making progress, replied that they could "feel it" or that they could "read more words" than when they started. Teachers, too, are in tune with these real, but hard-to-measure, signs of progress. Consequently, they rely heavily on observation, informal conversations, and "diagnostic" teaching to monitor and assess progress. Teacher-made tests are good indicators of progress, but are not usually used to give letter grades. Rather, they are used like a post-test on a selected competency. Another way to measure progress is to allow students to move through materials of graduated difficulty.

Informal assessment is a staple in most programs and rates high marks from instructors and students alike. Students like the personal association with instructors who know them well, and this association enables educators to understand the learning styles and needs of their students. Unfortunately, informal assessment does not provide the "hard data" both students and programs need to document success.

## CYCLES OF ASSESSMENT

There seems to be no agreement on how often adult learners should be tested, nor on whether different types of learners require different tests or testing frequencies. We discovered that assessment routines vary widely. Testing can be daily, weekly or monthly, every 30-60 hours, every 5 weeks or every 3 months. Some programs test after 150 hours of instruction. In many programs, standardized tests are given annually. For new students they serve as pre-tests, and for continuing students, they assess progress as post-tests. Progress reports may be issued daily, weekly, monthly, or after a term of 8 or 9 weeks. In some programs, no formal assessment is done.

## CONCLUSION

Assessment of learner progress is a thorny topic because it calls into question a program's very reason for being. Assessment ought to be a tool in demonstrating to learners and their instructors that goals have been achieved. In order to do that, assessment must be based on learner objectives. Literacy programs must analyze whether tests meet this criterion and must examine carefully their reasons for using certain types of diagnostic and assessment instruments.

Because testing is a technical area and most educators do not have an extensive background in measurement, programs might well seek additional information from consultants, test reviews, texts or university courses before they decide on an assessment method.

Those with an established assessment policy should determine how well their assessment techniques measure student goals, how understandable and meaningful they are to learners, and how well they represent learner progress to funding agencies or evaluators. Programs should clearly weigh the benefits to students, staff, and programs that standardized, competency based and informal testing procedures offer. Ideally, a program should choose the method or methods which meet all of those needs most effectively and efficiently. Programs with the most successful assessment process have the following elements:

1. A clearly defined instructional mission that illuminates what is expected from both instructor and student.
2. A procedure whereby a student's goals are the benchmark of success; goals, moreover, that can be translated into concrete skills, areas of knowledge and curricular strategies.
3. A testing procedure or instrument that is appropriate to the verification of student's goals and is combined with other formal and informal means of assessment.

# FOLLOW-UP OF LEARNERS

## FOLLOW UP

Follow up is the "missing link" in the literacy program chain. Although literacy programs want to know if they have touched their learners' lives or somehow "made a difference," they are, by and large, unsuccessful in getting this information. They have great difficulty verifying why adult learners leave or what they do after program completion. The problem lies both with program resources and with the disadvantaged adult population. Programs, many of which operate with part-time, almost skeleton staff, have neither the time nor the funds to contact every adult who leaves the program. Moreover, adult learners are often transient, changing phone numbers and mailing addresses frequently. Consequently, literacy programs cannot afford to collect the valuable information about why students have dropped out or the impact the educational experience might have had on the learner's life.

Nevertheless, followup does play an important part in the program chain and it, too, is linked to retention. If students who have "stopped out" temporarily can be contacted and staff demonstrate that the adult is missed and a place will be held for their return, many adults will come back, often with renewed purpose. One teacher tells the story of a man who had stopped coming to classes because the work was too difficult for him. Several phone calls to his wife were successful in relaying to him how the staff were willing to help him move at his own pace. This man completed his program and is now fulfilling his dream of studying to be a licensed vocational nurse. Three follow up phone calls by a concerned teacher made the difference between success and failure for him.

Yet follow up goes beyond learner retention. It plays a crucial role in recruitment and program evaluation as well. Well-kept files of past and present students help target mailing campaigns to those who would be most likely to recommend the program to family, friends, and neighbors. As an evaluation tool, follow up provides data on the ability of programs to help adult learners obtain employment, continue in school, gain advancement, and accomplish their own personal goals. Data on "success stories" can help a program become more responsive to learner needs through modification or addition of new curriculum components. When follow up is a missing link, programs forfeit valuable opportunities to retain and recruit adults and to evaluate their own effectiveness.

In the following section we will examine both short and long term follow up efforts -- how staff conduct follow up, the information they record, and how they use the results. We conclude by examining the important elements that should be included in a follow up strategy.

# SHORT TERM FOLLOW UP EFFORTS

"No-shows," unfortunately, are common in adult education programs. As one program director put it, "It's hard to look good when you are working with adult students." Short term follow up most often addresses frequent absenteeism. As we mentioned above, adult learners often have to drop out of programs temporarily for personal, family, or economic reasons. Transportation problems, a sick child, or even the weather can prevent steady attendance. Sometimes a misunderstanding about program expectations or a fleeting reminder of past failure can paralyze the resolve of the adult learner to "start over" again.

Whatever the suspected reason, many programs have a policy of contacting absent learners if they have missed two or three sessions. Postcards, form letters, and telephone calls are all ways programs attempt to stay in touch, but telephoning seems to be the most successful strategy because it is the most personal. A phone call helps cement the teacher-learner relationship by reassuring adults they are missed, by reminding them of their goals, and by reinforcing the notion that the program wants them to return. Most learners regard the calls from teachers as helpful and motivational. Many report they were surprised and flattered by the teacher's caring attitude. The follow up telephone call is a very effective retention strategy.

In addition to telephone contacts, most programs try to keep accurate student records. Up-to-date addresses, places of employment, attendance records, past educational experiences and test data help staff follow up on present and some former students.

Programs keep this information anywhere from six months to five years. Updated files are useful when former students return and when referrals to other programs or agencies are necessary. Data management can be an overwhelming task though, and programs without a computer must spend an inordinate amount of time just collecting and manually recording data for funding proposals, not to mention following up on students.

One practitioner argues that the best follow up technique is a good personal relationship with the learner. "I am their friend as well as their instructor," comment the teacher. The foundation of a trusting relationship pays off. Learners may only be willing to share the real reason they are dropping out with a proven friend. Once this reason is known, staff can often provide the help an adult needs to rejoin the program.

Besides establishing a pesonal relationship with adults, short term follow up through phone calls is the most effective way to encourage learners to remain in the program. In addition to assuring them they are valued, the phone call often becomes the occasion to provide some other social or informational support for adults.

## LONG TERM FOLLOW UP EFFORTS

While short term follow up benefits the student and the program directly, long term efforts produce a delayed, but no less important, effect. Most often programs want to discover what former students are doing, how the program may have helped them in reaching their goals, and what ideas former students have for program improvement. Yet, it is a rare program that does attempt to follow up on drop outs or graduates. Due to a low (2 - 10%) response rate to questionnaires and surveys, programs view such efforts with ambivalence. Given the low payoff for the time and resources required, long term follow up generally is regarded as a "pie in the sky" objective. Although it would be useful to have the information, most programs cannot invest the time or money to gather it.

One notable exception to this rule is a five year follow up study of GED graduates conducted by the Lowell (MA) Adult Education Program. The program utilized the donated services of a graduate student who was completing a course project. The interviewer conducted short telephone interviews of a random sample of GED graduates asking them what they had done since leaving the program, if the GED had helped them, and what they thought about the program. Although the students did not know the interviewer, most were willing to share information; many were happy to volunteer information which might help the program which had helped them. Many also were flattered that the program still had their record on file. The Lowell Follow Up Study illustrates that a creative use of "in kind" services can often provide what a program cannot provide for itself, making a "pie in the sky" wish become a reality.

## CONCLUSION

It is fair to say that not all program directors we interviewed feel that follow up occupies a useful place in a program operation. The director of one program comments, "Adults often have important reasons to leave a literacy program, and dropping out may, in some cases, be a reasonable step for an adult learner." Certainly no one can deny that priorities can and should change from time to time. However, when dropping out becomes the norm rather than the exception, follow up can provide useful information for both the learner and the program.

Because of the cost and logistics of follow up, many programs emphasize completion rate as a satisfactory alternative to long term follow up data. However, completion does not necessarily equate with learners' goal attainment. The only way for programs to measure how they aided students in goal achievement is by asking them. Only by monitoring learners who have completed or graduated can staff measure the relevance of curriculum. It is difficult to hear that a learner may still be unemployed, but it raises questions programs must answer to their own satisfaction: What are their goals for learners? How do program goals relate to learner goals? How well does our program attempt to satisfy both sets of goals? Follow up data can help a program take a long evaluative look at its own success.

In order to conduct both short and long term follow up effectively, a program must maintain:

1. Good rapport with students so instructors or program staff are aware of what is going on in their students' lives. An occasional phone inquiry regarding learner absences contributes to building rapport. It is important to let adults know their absence makes a difference.

2. Updated files with accurate information facilitates the trac[illegible] of students even after program completion. This [illegible]ion is very helpful in assisting returning students [illegible] supplying third parties such as employers or human service agencies with information they need to help a particular student. A computer makes information management a "do-able" process.

3. A long-term follow-up procedure aimed at retaining information about a program's long-term impact on adult learners' lives. This information can be gathered both informally in the street and formally by surveys or questionnaires. This information informs planning recruitment campaigns, the selection of curricula and materials, and program evaluation.

# PROGRAM EVALUATION

Program evaluation is the final link in the program chain. As such, it occupies an important position in the sequence of program components. Inherent in the process of evaluation is retrospection -- programs should examine their programmatic chain, testing for potential weaknesses. If evaluation is done well, it assists program personnel in isolating and strengthening weak links in the program chain. Synonymous with repairing weak links is more successful programs, more satisfied learners and increased retention.

Despite its obvious utility, the program evaluation link is weak. Not only is evaluation weak because it is a difficult and time consuming process, but also because program leaders themselves are uncertain about what evaluation is, how one goes about it, and how us[illegible] it is. They are divided on whether evaluation is essentially summative -- the "final report" -- or formative -- an ongoing look at program operation and results. They are divided on how to document goals, and indeed, on which goals to document. While instructional techniques at sites we visited are very close to "state of the art," evaluation procedures lag severely behind in sophistication.

Why is this? There are several reasons.

Time. Most staff report that there is not enough time to do a thorough job of evaluation given all the other pressing responsibilities they must shoulder. Short term priorities centering on the learner and on instruction take precedence over the long term view evaluation provides.

Training. Staff are not trained in evaluation techniques. Only two directors at sites we visited mentioned that they had taken courses to gain expertise in evaluation methodology.

Relevance. Programs often resent evaluation requirements as a "necessary evil," but not germane to their program goals. That is, the evaluation procedures that they must follow do not actually help them learn about weaknesses in their programs.

Quantifiable Data. There is general acceptance that the use of retention and completion data do show effectiveness. But most programs seek to go beyond the limits on these statistics to document more long term (albeit elusive) results. Even though this information is not easily quantified, many are convinced there must be a better way to evaluate than to play the "numbers game." They are frustrated by the call from funding agencies for quantifiable data as the sole criterion of success.

Problems in Education for the Disadvantaged. Evaluating the results of educational programs for the disadvantaged has always been more difficult than evaluating other educational programs. The population is more diverse, the progress slower, and outcomes harder to specify. It is hard to know what "success" is.

In this section we will examine how evaluation operates in literacy programs. First, we will see what literacy programs mean when they say "evaluation." Next, we probe for the reasons why programs evaluate. Is it to gather statistics on enrollment, completions, and retention? Is it to improve program operation? Third, we will detail the most common evaluators of literacy programs. Evaluators fall into two categories: external (state, federal and private education agencies) and internal (the program staff and students). We will see how the director is crucial in setting the tone for evaluation and in orchestrating and coordinating both external and internal evaluation efforts. Finally, we set forth some characteristics of a solid evaluation component.

## WHAT IS PROGRAM EVALUATION?

When program leaders define program evaluation, they mean primarily two things: formal recordkeeping and internal monitoring of program operation. Thus, many programs seem to employ a form of both summative and formative evaluation,[1] although these types of evaluation in no way exhaust the possibilities for program evaluation (Steele, 1977). We detail below what programs mean when they define evaluation in these ways.

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[1] Summative evaluation is a final or definitive judgment of a program's effectiveness. The annual evaluation can be said to be summative in that funding decisions are based on them.

Formative evaluation is an ongoing look at program operation in order to improve the program through adjustment or change. Annual evaluation can also have formative goals. For a thorough discussion of both types, see Bloom, B.S., Hastings, J.T., and Madaus, G.F. Handbook on Formative and Summative Evaluation of Student Learning, New York: McGraw-Hill, 1971.

# FORMAL RECORDKEEPING

To most program directors, evaluation means collecting data for the yearly or quarterly report to funding agencies. Those data include: student test scores, hours of attendance for each student, completions, dropouts, number of graduates, demographics and ethnicity, and goal attainment statistics, to name a few. Data are used to document success in meeting program and instructional goals.

But data collection is difficult and time consuming. In large programs data management can consume a substantial portion of the director's time. Even small programs feel the need to manage information more efficiently. When asked what an ideal program evaluation system would be, the director of a small community based program replied, "a microcomputer." He echoes over half of the directors we spoke to who do not have computers to manage the daily, monthly, and yearly statistics they must compile to satisfy funding requirements. It is clear that computers are no longer a luxury in literacy programs. They are a necessity if programs are to be expected to monitor the growing array of statistics that formal recordkeeping demands.

Once data is collected, however, it should be used for more than the state report. It should be used for the program's purposes as well. Planning, troubleshooting, and monitoring trends are three effective uses of student statistics. If the number of GED completions has dropped off, for example, that might point out a potential problem.

A small number of programs use evaluation data as a springboard for planning. Jo Ann Vorst, director of the Lafayette Adult Reading Academy explains, "That's how we plan for the next year. We look at our final report and look at where our weaknesses have been this year and look at what we need to accomplish . . . (and) we have a meeting where we can go over the final results of the year and how we can improve ourselves for the next year." That plan then goes into the program handbook so that each staff member is informed and participates in meeting goals.

## INFORMAL DECISION MAKING

Nevertheless, when programs seek information about their own strengths and weaknesses, they more often turn to informal decision making rather than data collection. Staff meetings, chance encounters in the hall, and inservice sessions all represent ways programs try to monitor the day-to-day progress of the program and the instructional process. Many programs describe themselves as committed to improvement. Informal discussions and group meetings often lead to changes in procedures or curriculum. Changes are seen as "fine tuning" the program; they are one way to assure quality control.

Programs do not explain, however, how they determine whether these adjustments result in improvement. Informal monitoring and decision making can certainly be an effective way to evaluate program success. But the evaluation process does not stop there. Staff must design methods to judge the overall effectiveness of the fine-tuning efforts.

## WHY DO PROGRAMS EVALUATE?

Why programs evaluate is closely related to their definition of evaluation. One reason, as we have shown, is that they are required to. But programs also evaluate because they want to. Most staff we spoke to are clearly interested in understanding how they can improve program operation and, especially, instruction. To that end, some formally monitor achievement of program goals, student achievement, effectiveness of program components and teacher effectiveness.

At the Camp Hill, Pennsylvania Correctional Facility, monitoring student achievement is one way of assisting inmates in presenting a positive image to the parole board. The education department at this institution works in close alliance with the parole board, who [illegible] agreed to use such factors as positive attitude and achievement in classes as important considerations in parole decisions.

As many staff told us, the more closely goals are tied to "numbers," the easier they are to measure. Despite this, programs also want to measure the broader goals, like impact on the community, and more personal and affective goals, even though they are more difficult to document. "Many affective variables do mean something, more than how many grade levels did you move up over an eighteen month period," insists Mike Fox at Push Literacy Action Now in the nation's capital. "We need to look at (the student's goals) in terms of their own lives, and not some criteria set by someone else," he adds. Most staff concede this is easier said than done, however. Thus programs are searching for ways to measure qualities that are not easily quantifiable.

A partial solution to the problem of compiling "hard data" on student achievement or program and staff effectiveness is the informal monitoring procedures mentioned earlier. Observing in classes and interacting with staff and students are two examples of such procedures. Often this information provides a "feel" for a situation which is potentially troublesome. "Troubleshooting" is an informal way of doing "preventative maintenance" on a literacy program. A director in an eastern city explains, "Oftentimes we come back (from teaching a class) feeling dissatisfied with what's been going on, so we try to change materials or switch students around or do whatever we think will really ameliorate that."

In sum, programs evaluate both because they have to and because they want to, but they are struggling with how to measure those unquantifiable "human factors" that are so important in any educational endeavor.

## WHO EVALUATES LITERACY PROGRAMS?

Most programs are externally monitored by either state, federal, or private funding agencies. Depending on the sector in which a program operates, monitoring agencies might include the Bureau of Corrections, the General Accounting Office (for military programs), or the Private Industry Councils (for some employment and training programs). Private funding agencies like the Ford Foundation also require evaluation data.

On the other hand, internal evaluation is usually conducted by the director. It serves two purposes: to gather information for required reports and to monitor program effectiveness. Monitoring program effectiveness includes gathering statistical data; surveying staff, students, and sometimes advisory boards or community agencies; and soliciting staff input both formally in meetings and informally through daily contact.

The chart below shows that evaluating agencies and personnel differ among the sectors, but that all programs participate in both external and internal evaluations.

### SOURCES OF EVALUATION IN LITERACY PROGRAMS

| | External | | | Internal | | |
|---|---|---|---|---|---|---|
| Sector | State Gov't. | Federal Gov't. | Other | Dir. | Staff | Student |
| Military (N=3) | | X | | | | X |
| Corrections (N=4) | X | | X | | X | |
| Employment and Training (N=2) | X | | | | X | |

| Sector | External<br>State Gov't. | <br>Federal Gov't. | <br>Other | <br>Dir. | Internal<br>Staff | <br>Student |
|---|---|---|---|---|---|---|
| State/ Local (N=4) | X | | | | X | |
| Community Based (N=8) | | | X | X | X | X |
| Post-secondary (N=3) | X | | | X | | X |

The chart demonstrates that the most common external evaluators are state funding agencies while internally, staff are responsible for implementing program evaluation. Student input, while solicited in about a third of the programs, is considered unreliable by many staff because students' loyalty to the program often precludes any truly critical judgments.

In the following sections we provide more information about external and internal evaluation procedures. First, we will examine the most common type of external evaluation -- that by state agencies. Programs in all sectors except military participate in this type of evaluation. Next, we will discuss an interesting example of external evaluation -- this time by a professional evaluation agency. Then we will turn to internal evaluation and the roles of the principal players in that process -- the director, the staff, and the student.

State Requirements. Typically state forms require programs to list and to document their success in attaining program objectives. Documenting objectives involves staff in providing enrollment, testing, completion, and retention data as well as demographic information and reasons for students' separation from the program. Frequently the emphasis is on "numbers," although some states do try to addresss substantive instructional issues as well. In one document we examined, the program was invited to list "outstanding" offerings and those that "needed improvement" in each program category like ABE and GED.

The Lafayette Adult Reading Academy shared with us a self-evaluation instrument which they piloted for the Division of Adult and Continuing Education in Indiana. As "veterans" of the state evaluation procedure, they spoke enthusiastically of the new instrument as thorough and a successful attempt to go beyond numbers. (The instrument is included at the end of this section.) Program staff rated this instrument high for several reasons.

First, it is specific about the components of the instructional process, the heart of most literacy programs. Second, it allows each staff member to rate the program individually; the results are then tallied and discussed by the staff as a whole. Therefore, every viewpoint is represented. Third, it provides an opportunity to "step back" and examine the program components through the rating scales, thus isolating areas of difficulty. Fourth, it affords an overview of the interrelationship of program components. Finally, it is a very positive experience. Rather than pointing up difficulties, the director reports that staff were encouraged by the large degree to which they felt the program was meeting its own objectives.

Not all programs are as pleased with the evaluation procedures in their states. The most common complaint is that state forms do not get to the heart of what literacy programs are really about -- that is, instruction and confidence building. Instead, they become mired in insignificant detail. One director in an East Coast ABE program characterized their state evaluation as ". . . a silly indepth look at everything." A director at an employment and training site in the East complained about the standards the state had for evaluating her program. ". . . we're concerned about the remediation of people, basic skills, but when you're being evaluated and the emphasis is (job) placement, that's all they see . . . ."

Some directors view state evaluation in a more positive vein. One ABE director saw the publicity and the needs generated by the year-end report as "an opportunity to ask for more money." In addition, the commendations his program received were used to publicize his program and attract new volunteers in his largely rural state. One director was grateful for state involvement. "I want quality control, so I am bringing in the state to do that, and training (the inmates) on workshop techniques." For many programs, the state provides valuable resources which would be otherwise unaffordable.

Outside Evaluation Agencies: An Example. State evaluations can provide an overall look at program operation, but sometimes an evaluation is needed which can address specific program areas as well. An all volunteer literacy program in a large urban area commissioned an outside agency to evaluate the effectiveness of their program. The focus of the evaluation was twofold: 1) an implementation study, which monitored use of the teaching techniques presented in the volunteer training sessions, and 2) an impact study, which examined teacher and student perceptions of program effectiveness and reading gain scores.

The evaluation revealed that volunteers were, in fact, not implementing instructional procedures as they had been trained in the areas of reading methodology, writing instruction, and student-tutor interaction. The non-implementation may or may not have been responsible for their irregular reading gains for more advanced students. But the program now has data to examine those questions. As a result of the evaluation, the organization has opened up the training process to include follow-up training sessions and classroom observations. It used the results to make positive, informed changes in the program. "In a way I wish I could hide my head in the sand and wish I never knew that the training is not enough," bemoans the director. However, she does not regret the experience. She adds with conviction: "One of the problems with volunteer programs is that people don't want to look seriously at what they are doing and use the same standards to evaluate their program as they would in any other program . . . . There is no point in running a program that is not as good as it should be!"

## INTERNAL EVALUATION

As we mentioned earlier, informal decision making is the most common form of internal program evaluation. All program participants have roles to play in that process. The director must set the tone and expectations and orchestrate all efforts. Staff, who are close to instruction and program operations, provide a wealth of ideas and information. They are well suited to "trouble shoot" and to implement change strategies as the program examines its strengths and weaknesses. Students are a crucial link in the process. As the ultimate consumers, they have much to say about both the direct and subtle effects of program participation. We explain below how directors, staff, and students at our sites participate in internal program evaluation.

### The Role of the Director

The director is the central figure in a program's evaluation process. Directors must juggle, among all their other management and leadership roles, some distinct responsbilities which relate to evaluation. During site visits, directors described to us the many roles they play in this crucial activity. They highlighted the following responsibilities:

- The director is primary recordkeeper and must manage and interpret the array of facts and figures which even small programs generate.

- The director is the manager of a network whose job is to integrate the data from satellites and other sites. This includes scheduling and evaluating staff, volunteers, and programs which may be spread over a large geographical area.

- The director is a progam manager who must remain in constant contact with staff and students. This informal contact helps him or her "keep a finger on the pulse" of the program.

- The director is the primary planner, and uses evaluation data to help make program decisions ranging from expansion to curriculum modification.

In the following paragraphs we will elaborate on the director as recordkeeper, as program and network manager, and as planner.

Recordkeeper -- Directors feel responsible for assembling and interpreting both data required by funding agencies and data they want for internal evaluation purposes. Some directors liken this process to "creating order out of chaos." Directors describe elaborate recordkeeping systems involving intake, attendance, and exit cards, sign-in sheets, work folders and test scores, to name a few. They detail weekly collection and monthly and quarterly tallying of numbers.

A real challenge in keeping accurate records is the large turnover that most programs must tolerate. In one prison, where more than 600 people are transient at any one time, inmates stay in the program for only two or three months. "(That) means the 53 students I have now are not the 53 I had four months ago," bemoans the director. "It's a revolving door." A large ABE program in Maine must use daily sign-in sheets to keep on top of attendance statistics. The director explains, "It's such a big program that we have to keep track of people as they come in and go out."

Network Manager -- The more sites directors manage, the greater their recordkeeping problems. The director of a large multi-site urban tutoring program in the Midwest explains that he is trying to "tighten up the information system" to keep track of 550 volunteer-student matches, and their pre- and post-testing, in addition to all the other data most programs record. "The key is being able to generate those lists by site easily because the information that you have on file has to be retrievable any number of ways -- by student, by tutor, by site, by who was contacted this month . . ." An ABE director from the East explains that in ten years his original program has grown to twelve programs which serve about 4,000 people in his community alone. That places heavy demands on his skills as data manager. As it becomes more common for programs to establish satellite centers in businesses and in outlying areas, the demand for directors with data management expertise will certainly grow.

Program Manager -- The director's role as program manager goes beyond recordkeeping and data collection. It includes personal contact with staff and students and a participation in program activities. The duties of program manager require directors to leave their offices and "mingle." Some directors have an ease which allows them to use informal contacts and observations as "measuring sticks" of progress. They collect and analyze their observations and use this informal data as a starting point for evaluation and problem solving. One director on the East Coast feels strongly that he needs to be "visible." The information he gathers by visiting classes, talking to students, listening to "what they are saying on the street," is part of his information gathering process. Other directors observe in classes, and many teach. They feel that is the only way to be truly in touch with instruction and student progress.

Planner -- Evaluation and planning are closely related activities in some programs. Both formal and ongoing, evaluation and planning form the basis for director decisions of many types. Expansion is one type of decision. "Whoever is running the program needs to have the foresight that it's got to grow and let's look at where is the best place to grow," explains an East Coast director. Census data help directors pinpoint locations where programs are needed. Another use of census data for planning is in new program start-up. A community based program in New York City planned for six months before opening its doors.

Still another example of using evaluation for planning is re-focusing a program which has ceased to meet the needs of its learners. Finally, planning can involve using data to convince planning boards or executive councils of the need for program change. As one ABE director in Massachusetts said, "You must understand that the school department didn't understand a lot about what adult education should be doing, so every year I go back to the board requesting that we start new programs. . . ."

## The Role of Staff

The most common form of internal program evaluation is staff meetings, usually chaired by directors or program administrators. But it is uncommon for the director to conduct an evaluation without the input of staff; in fact, internal evaluation appears to be a very democratic, non-threatening process in most programs. Staff are eager for information about effective procedures, methods, and materials. One midwestern teacher calls her colleagues "a very questioning bunch . . . (We) sit down and look hard at ourselves, at what we are doing and how we can work as a team better." Some programs design periodic meetings to look at problems and solutions; others discuss issues informally, on an ongoing basis. Program evaluation is often seen as distinct from staff evaluation. In this way, staff feel free to critique program procedures without feeling that it is a direct reflection on them.

As we mentioned, program staff have a great deal of input, often initiating substantive changes. "I feel we have a lot of opportunity to affect the course of the program," comments a teacher in an ABE program in the East. One volunteer director affirms the influential role of staff when she says: "In our staff meetings we do a lot of looking at our program, and trying to make changes based on that . . . . We improve a lot in informal ways."

Establishing goals for the year ahead is one technique of in-house evaluation which works well for the programs who use it. One community based director meets with her administrative staff for one day in the spring to review evaluation forms which were completed by students and staff to plan for the next year.

The inmate president of a corrections literacy council uses a "task force" to monitor the progress of the tutoring program. Every other week they "take a topic, and review it, and try to come up with ways of improving it." He adds that trouble shooting is easy in his program. Problems rise to the surface: "If something isn't going right, our students or tutors will tell us."

Unfortunately, not all programs have tried to establish a planning component within the evaluation procedure. Those who set goals and try to focus in those areas express more satisfaction with evaluation than those who constantly respond to problems but do not discipline themselves to judge the overall effectiveness of their strategies. The vital role of staff in this process is that they are often the first to see problems and can suggest important areas for investigation.

## The Students' Role

Students participate in program evaluation most frequently through questionnaires and surveys administered at the end of the term. As mentioned earlier, it is difficult to collect reliable data from students. Jobs For Youth-Boston has addressed this problem by making the student evaluation form very specific. Instead of limiting student responses to "yes" and "no" answers, the questionnaire targets each program objective. Objectives measured include (among others) achievement, appropriateness of work, learning style, relationship with teacher, and even reasons for absence.

In the box below are some sample questions from the student evaluation form.

---

### EXCERPTS FROM STUDENT EVALUATION FORM

Is the work your teacher puts in your folder helpful?
Always Most of the time Sometimes Never

Is the work in this program at the right level of difficulty?
Too hard Just right Too easy

Most of the time, how does the classroom feel to you?
Too noisy Just right Too quiet
Too hot Just right Too cold

Does your teacher explain things well most of the time?
Always Never Sometimes
How could she or he improve?

When you don't come to class, why not?
(Circle all that apply)
Sickness Bad weather No money for transportation
No child care Too tired Working at a job
Feeling depressed Doesn't seem worth it

---

## CONCLUSION

In this section, we have examined what evaluation means to programs and the methods they use to evaluate. Literacy educators spend a great deal of time in evaluation activities as this section illustrates. They also have a sincere interest in improving their programs. What programs lack, however, is an overall sense of what evaluation really is and what it can do for them. Few directors could describe their methods or standards for judging program effectiveness. Evaluation to them meant "the state form." Most lack a plan for collecting, analyzing and using evaluation data for improvement. Instead, efforts tend to be pro forma (submitting the state report) or sporadic (staff meetings which address a multitude of problems, but set no long term plan to implement change strategies).

As stated at the beginning of the section, time, expertise, and the difficulty of defining success for the literacy population are formidable obstacles to an effective evaluation plan. Some programs have addressed these issues by defining goals and devising instruments to measure progress so that evaluation can be a positive learning process rather than a mechanical exercise. Only then can evaluation become the link which strengthens all the other links in the program chain. Evaluation, then, truly becomes the key to retention. Because evaluation looks at all program components in relationship to staff, students and community, it provides the ultimate judgment on program effectiveness. It supplies the information a program needs to target weak links for program improvement. Only by developing and implementing a plan for improvement, will literacy programs continue to meet the challenge of their adult learners.

Programs that desire to build a solid evaluation component should:

1. Develop evaluation expertise. Read, take courses, or consult with local evaluation experts (in public school system, university education department) to design an effective evaluation component for your program.
2. Define program goals and objectives. Enlist the participation of students, staff, and community members in setting program goals.
3. Design both formative and summative evaluation instruments to measure program goals. Included in this process should be 1) an efficient management of information system (ideally, a computer) for recording student data; 2) instruments to collect student, staff, and community input; 3) instruments to measure the effect of instruction.

4. Create and implement a unified system for collecting, analyzing, and using data for program improvement. The system would be an integral part of program operation in that it would specify responsibilities, procedures, and time lines for evaluation tasks and relate them to other program components.

## AN ILLUSTRATION OF A STATE LITERACY PROGRAM EVALUATION FORM

Developed by the Division of Adult and Community Education, Indiana Department of Public Instruction (Harold H. Negley, Superintendent), this two-part self-evaluation form is designed to survey individual staff members in nine areas of program operation. Emphasis on issues like staffing, instruction, and community awareness illustrates how this document goes beyond compilation of statistical data.

Division of Adult and Community Education
Indiana Department of Public Instruction
Harold H. Negley, Superintendent

# SELF-EVALUATION
# FOR
# ADULT BASIC EDUCATION PROGRAMS

## PART ONE

Part One is to be completed by the program administrator, duplicated, and distributed to program staff along with Part Two. The program administrator will complete as many of the questions as possible.

Program_________________________________________ Date_____________

## I. PROGRAM DIRECTION

Program Plan

To complete, list the goals for each section and summarize the results of each. If you have a federally funded program, take the list of goals from your 1982-83 federal proposal.

| | |
|---|---|
| 1. Please list and number the Recruitment/Public Relations Goals: | Summarize Results: |

## PROGRAM DIRECTION (continued)

2. Please list and number the Staff Development Goals:

Summarize Results:

3. Please list and number the Student Outcome Goals:

Summarize Results:

4. Please list and number the Interagency Relations Goals:

Summarize Results:

## II. ADMINISTRATIVE OVERVIEW

### Five Year Enrollment Trend

To complete the following graph:

a. Obtain enrollment data from program reports.

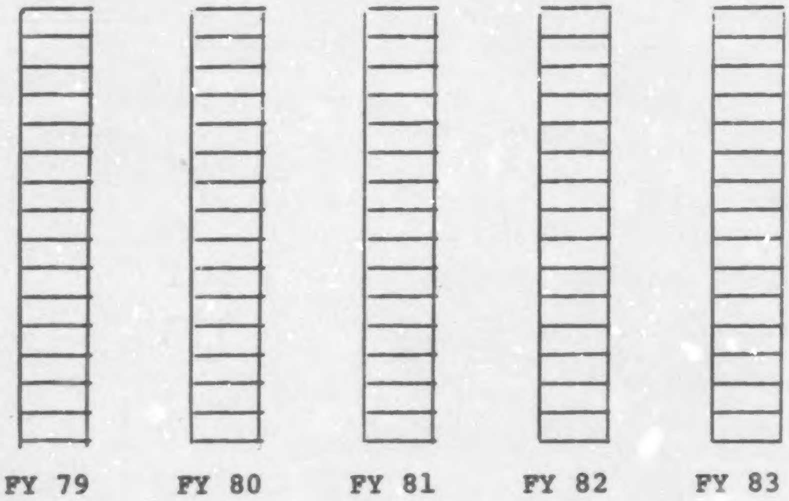
b. Write enrollment data under each fiscal year.

c. Darken the appropriate portion of the graph to indicate enrollments.

Each "box" represents (check one):

____ 10 students (small programs)
____ 100 students (medium programs)
____ 1000 students (large programs)

Annual Enrollment



### Seasonal Attendance Patterns

To complete the contact hour chart, obtain data reported on the program's cumulative quarterly reports. Programs not receiving federal adult education funds may not have this information. Identify each quarter as summer, fall, winter, or spring.

CONTACT HOURS PER PROGRAM QUARTER

| | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|
| Season | | | | |
| FY 83 | | | | |
| FY 82 | | | | |
| FY 81 | | | | |

## II. ADMINISTRATIVE OVERVIEW (continued)

### Program Sites

To complete the program site chart, count each separate building or satellite center operating.

NUMBER OF PROGRAM SITES

| | | | | |
|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ |
| FY 79 | FY 80 | FY 81 | FY 82 | FY 83 |

### Program Impact

To calculate the Positive Impact Rate, complete the Reasons for Separation chart citing the number of students reported on the Annual Statistical Report. Programs not receiving federal adult education funds may not have this information.

---

REASONS FOR SEPARATION

A. Positive termination, e.g., got job, accomplished goal _____
B. Encountered obstacles, e.g., child care, personal problems, transportation _____
C. Program did not meet needs/lack of interest _____
D. Class terminated _____
E. Student released from institution _____
F. Unknown reasons _____
G. Total Separations _____

---

POSITIVE IMPACT FORMULA

From the Reasons for Separation Chart determine the adjusted total. Subtract D (Class Terminated) and E (Released from Inst.) from G (Total Separations):

G __________
D ____ + E ____ = - __________
__________ Adjusted Total

Divide A (Positive Terminations) by Adjusted Total to determine Positive Impact Rate:

A____ ÷ Adjusted Total ___=___% Positive Impact Rate

Division of Adult and Community Education
Indiana Department of Public Instruction
Harold H. Negley, Superintendent

# SELF-EVALUATION
# FOR
# ADULT BASIC EDUCATION PROGRAMS

## PART TWO

Part Two is to be completed individually by program staff members. A copy of Part One of the self-evaluation instrument, once it has been completed by the program administrator, will be needed when completing Part Two. Each staff member will complete as many of the questions as possible. The self-evaluation is to be returned to the program administrator.

Program________________________________________________________________

Job Title________________________________________Date________________

## I. PROGRAM DIRECTION

### Philosophy

1. Does your program have a statement of philosophy?
___Yes
___No
___Don't Know

2. If yes, please summarize below.

### Goals

1. To what extent are you satisfied with the goals listed in Part One of this self-evaluation? Put a check at the selected point along the line.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Very | | | | Somewhat | | | Not at all | |
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

2. To what extent do you feel last year's Recruitment/Public Relations goals were met? Put the number of each goal at the selected point along the line.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Very | | | | Somewhat | | | Not at all | |
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

3. To what extent do you feel the Staff Development goals have been met? Put the number of each goal at the selected point along the line.

| Very | | | | Somewhat | | | | Not at all |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

4. To what extent do you feel the Student Outcome goals have been met? Put the number of each goal at the selected point along the line.

| Very | | | | Somewhat | | | | Not at all |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

5. To what extent do you feel the Interagency Relations goals have been met? Put the number of each goal at the selected point along the line.

| Very | | | | Somewhat | | | | Not at all |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

6. Have program goals been re-prioritized since 1980?
___Yes
___No
___Don't Know

7. To what degree have your program goals changed since 1980?

| Very | | | | Somewhat | | | | Not at all |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

8. If program goals have changed at least to some extent, who participated in the decision to change the goals (check all you know)?

____ Program administrators/coordinators
____ Teachers
____ Paraprofessionals/aides
____ Counselors
____ Students
____ School district personnel
____ State staff member
____ Local advisory council
____ Other (please specify) ________________________________
________________________________________________

____ Don't know who participated

## II. ADMINISTRATIVE OVERVIEW

1. Based on the Five Year Enrollment Trend Chart from Part One of this evaluation, what is your program's overall enrollment trend?

2. What explanations might there be for major enrollment trends?

3. Based on the Contact Hour Per Program Quarter Chart, are there seasonal attendance patterns apparent over the three years?

4. What explanations might there be for such patterns?

5. Based on the Number of Program Sites Chart, what changes has your program had in the number of sites?

6. What might be reasons for these changes?

7. To what extent are you satisfied with your program's positive impact rate? Put a check at the selected point along the line.

| Very |  |  |  | Somewhat |  |  |  | Not at all |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

## III. STAFFING

### Staffing Activities

1. Do you have a clear understanding of your job responsibilities?
___Yes
___No

2. Do you understand the "chain of command" in your program?
___Yes
___No
___Don't Know

3. Using the job titles listed in Part One of this evaluation, list those who are responsible for the following tasks:

publicity ____________________
recruitment ____________________
selecting instructional materials ____________________
orientation of students ____________________
staff development ____________________
student assessment ____________________
program and staff evaluation ____________________
counseling ____________________
classroom attendance records ____________________
program-wide recordkeeping ____________________
interagency contracts ____________________

4. Are there any responsibilities which are not clearly assigned to any staff member? If yes, please specify.
___Yes
___No
___Don't Know

5. Is there a formal staff orientation for new staff members? If yes, briefly describe.
___Yes
___No
___Don't Know

6. Are the staff development needs of your program staff assessed? If yes, describe how and by whom.
___Yes
___No
___Don't Know

## III. STAFFING (continued)

7. Are there enough staff development opportunities available to your staff?

___Yes
___No
___Don't Know

8. Are there periodic evaluations of program staff members?

If yes, briefly describe how often and what techniques are used.

Instructional ___Yes ___No ___Don't Know ______________________________

Counseling ___Yes ___No ___Don't Know ______________________________

Administrative ___Yes ___No ___Don't Know ______________________________

Support Staff ___Yes ___No ___Don't Know ______________________________

9. If you have no formal evaluation, do you feel such procedures would benefit your program?

___Yes
___No
___Don't Know

10. To what extent are you satisfied with your program's staffing activities? Put a check at the selected point along the line.

| Very | | | | Somewhat | | | | Not at all |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Volunteers

1. Does your program utilize volunteers?

___Yes
___No
___Don't Know

2. If yes, where do these volunteers come from (specify sources)?

3. If yes on question 1, how are your volunteers utilized?

4. To what extent are you satisfied with your program's use of volunteers? Put a check on the selected point along the line.

| Very | | | | Somewhat | | | | Not at all |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

5. If your program is not currently using volunteers, do you feel your program would benefit from the use of volunteers?

____Yes
____No
____Don't Know

## IV. FACILITIES

1. Do you have classes located near the following:

| | | | |
|---|---|---|---|
| mass transportation | ____yes | ____no | ____Dont' know |
| minority neighborhoods | ____yes | ____no | ____Dont' know |
| ethnic neighborhoods | ____yes | ____no | ____Dont' know |
| senior citizens | ____yes | ____no | ____Dont' know |
| the main entrance of the building | ____yes | ____no | ____Dont' know |

2. Are your current facilities accessible to handicapped students and senior citizens?

____Yes
____No
____Don't know

3. Related to the following factors, do you feel that your facilities are adequate (refer to the office or classroom in which you work)?

| | Offices | | Classrooms | |
|---|---|---|---|---|
| size | ___yes | ___no | ___yes | ___no |
| lighting | ___yes | ___no | ___yes | ___no |
| ventilation | ___yes | ___no | ___yes | ___no |
| flexibility/adaptability | ___yes | ___no | ___yes | ___no |
| safety | ___yes | ___no | ___yes | ___no |
| furniture | ___yes | ___no | ___yes | ___no |
| bulletin boards/chalkboards | ___yes | ___no | ___yes | ___no |
| access to restroom | ___yes | ___no | ___yes | ___no |
| access to informal areas | ___yes | ___no | ___yes | ___no |

4. If there are other office or classrooms which are inadequate, please describe:

5. To what extent are you satisfied with your program's facilities? Put a check at the selected point along the line.

Very Somewhat Not at all
9 8 7 6 5 4 3 2 1

## V. INSTRUCTIONAL MATERIALS

1. Indicate those materials which are used in your program:

|  |  |  |  |
|---|---|---|---|
| Level 1-4 | ____Reading | ____Math | ____ESL |
| Level 4-5 | ____Reading | ____Math | ____ESL |
| Level 9-12 | ____Reading | ____Math | ____ESL |

____GED preparation
____living skills
____ESL
____consumable workbooks and worksheets
____non-consumable workbooks and worksheets
____non-consumable hardback books
____non-consumable kits
____pamphlets ____magazines ____newspapers
____instructional equipment
____other (please specify): ________________________________

________________________________________________

____I am not familiar with the instructional materials.

2. Are supplemental materials available in all above areas?
___Yes
___No
___Don't Know

If no, which areas have only basic materials? ________________

________________________________________________

3. How often are materials other than the basic materials assigned to students?

___All the Time ___Often ___Seldom ___Never ___Don't know

4. Are materials readily available to all classes?
___Yes
___No
___Don't Know

5. To what extent are you satisfied with the materials available in your program? Put a check at the selected point along the line.

Very Somewhat Not at all
9 8 7 6 5 4 3 2 1

## VI. INSTRUCTIONAL PROCESSES

### Orientation of Students

1. Is there a planned procedure for orienting students into the program?
___Yes
___No
___Don't Know

2. If yes, does the orientation include what the program can or cannot do?
___Yes
___No
___Don't Know

3. To what extent are you satisfied with your program's orientation procedures? Put a check at the selected point along the line.

| Very |  |  |  | Somewhat |  |  |  | Not at all |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

4. If you have no planned orientation, do you feel it would benefit students to have one developed?
___Yes
___No
___Don't Know

5. If an orientation is developed, who should be responsible for implementing it?

(Job Title) ________________________________

### Assessment

1. Do you use a formal system for assessing levels of performance in the following areas?

|  |  | If yes, what instrument is used? |
|---|---|---|
| Reading | ___Yes ___No<br>___Don't Know | ________________ |
| Math | ___Yes ___No<br>___Don't Know | ________________ |
| Coping Skills | ___Yes ___No<br>___Don't Know | ________________ |
| ESL | ___Yes ___No<br>___Don't Know | ________________ |

2. Do you use informal ways of assessing levels of performance?
___Yes
___No

| Topical Area | Description of Assessment |
|---|---|
| ________ | ________________ |
| ________ | ________________ |
| ________ | ________________ |

## VI. INSTRUCTIONAL PROCESSES (continued)

3. Are personal goals of students explored and recorded?
   ___Yes
   ___No
   ___Don't Know

If yes, which of the following areas are included in students' personal goals?

____driver's license
____law and government/citizenship
____community resources
____health/safety
____occupations/career education
____interpersonal relations
____others (please specify) ______________________________

______________________________________________

____Don't know

4. To what extent are you satisfied with your program's assessment procedures? Put a check at the selected point along the line.

Very Somewhat Not at all
9 8 7 6 5 4 3 2 1

Placement

1. Which of the following are taken into consideration when a student is placed in a learning setting?

____level(s) of performance
____academic goals
____personal goals
____psychological and/or social needs
____preferred learning styles
____other (please specify) ______________________________
____Don't know

2. Are learning experiences provided which specifically address students' personal goals?
   ___Yes
   ___No
   ___Don't Know

3. If your program cannot serve an individual, is the student referred to another more appropriate setting?
   ___Yes
   ___No
   ___Don't Know

4. To what extent are you satisfied with your program's procedure for placement? Put a check at the selected point along the line.

Very Somewhat Not at all
9 8 7 6 5 4 3 2 1

## VI. INSTRUCTIONAL PROCESSES (continued)

### Follow-up Procedures

1. Is the initial placement of the student checked to ensure that the students are at the right level?

___Yes
___No
___Don't Know

If so, please describe:

2. Is there a procedure for determining early success or failure of each student?

___Yes
___No
___Don't Know

If so, please describe:

3. Is there a procedure to check on students who are absent for short periods of time?

___Yes
___No
___Don't Know

If so, please describe:

4. Are student goals, which were identified upon entry to the program, referred to throughout the time the student attends?

___Yes
___No
___Goals not recorded
___Don't Know

5. Are there other procedures employed by your program to follow-up on the decisions made when a student enters your program?

___Yes
___No
___Don't Know

If so, please describe:

6. If you do not have any follow-up procedures (items 1-5), do you feel your students might benefit from such procedures?

___Yes
___No

7. Do students receive regular reports on their progress? If so, please describe how progress is reported and how often.

___Yes
___No
___Don't Know

8. If students receive no progress reports, do you feel such reports would benefit students?

___Yes
___No
___Don't know

9. To what extent are you satisfied with your program's follow-through procedures? Put a check at the selected point along the line.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Very | | | | Somewhat | | | | Not at all |
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Instructional Methods

1. Rank the instructional methods used in your classroom (0=not used, 1=most frequently used, 2=second most used, etc.)?

____ students working individually
____ instructional staff working one-on-one with students
____ higher level students tutoring lower level students
____ community resource people working with students
____ small groups of students working together
____ instructional staff lecturing or demonstrating to large group of students
____ I am not familar with methods used

2. Do students spend much time waiting for instructional help?

___Yes
___No
___Don't Know

3. Are different instructional methods used in different classrooms or with students with different needs?

___Yes
___No
___Don't Know

4. To what extent are you satisfied with the instructional methods used in your program? Put a check at the selected point along the line.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Very | | | | Somewhat | | | | Not at all |
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

## VII. OUTCOMES

### Student Progress

1. Does your program collect and record academic progress of students?

___Yes
___No
___Don't Know

2. Does your program gather data concerning students' personal goals, other than academic, such as coping or life skills?

___Yes
___No
___Don't Know

3. Does your program have a procedure for gathering information about changes in students as a direct or indirect result of participation in your program?

___Yes
___No
___Don't Know

4. If yes, how is this information gathered?

____ interviews with students
____ information volunteered by students
____ fellow students
____ surveying counselors and/or teachers
____ other, please specify: ________________________________

________________________________________________

5. Do you feel this information is worth collecting to indicate your program's "true" impact?

___Yes
___No
___Don't Know

6. Do you maintain an on-going file of personal success stories for PR purposes?

___Yes
___No
___Don't Know

7. To what extent are you satisfied with your program's recording of student progress data? Put a check at the selected point along the line.

| Very | | | | Somewhat | | | Not at all | |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

## Exit Data

1. Does your program know why students leave the program?

___Yes
___No
___Don't Know

2. If yes, how are these reasons determined?

____ exit interview
____ follow-up phone call
____ follow-up letter
____ information received from other students
____ information received from other agencies
____ other, please specify: ________________________________

________________________________________________________

3. Is this information valuable to your program for:

____ making changes in schedules
____ making changes in curricula or techniques
____ funding
____ evaluating teacher effectiveness
____ awareness and support
____ informing other community agencies
____ preparing press releases and articles
____ don't know

4. To what extent are you satisfied with your program's current follow-up procedures? Put a check at the selected point along the line.

Very          Somewhat          Not at all
9 8 7 6 5 4 3 2 1

5. How might your program's follow-up be improved?

## VIII. COMMUNITY AWARENESS

1. By which means do you inform the community of your program:
For recruitment?
To promote community support? Indicate how often:

**Newspaper**

____ ____ press releases - class schedules ____
____ ____ press releases - feature articles ____
____ ____ columns, editorials ____
____ ____ space filler logos ____
____ ____ letters to the editor ____

**Radio**

____ ____ news releases - class schedules ____
____ ____ news announcements ____
____ ____ public service announcements ____
____ ____ community calendar/talk shows ____

**Television**

____ ____ news releases - class schedules ____
____ ____ news announcements ____
____ ____ community calendar/talk shows ____
____ ____ requests for film coverage ____

**Public Speaking**

____ ____ service clubs ____
____ ____ community groups ____
____ ____ professional associations ____

**Printed Materials**

____ ____ pamphlets/flyers ____
____ ____ posters ____
____ ____ newsletters/articles ____

**Personal Contacts**

____ ____ past and/or current students ____
____ ____ community agencies ____
____ ____ social organizations ____
____ ____ business/industry ____

**Other** (please specify)

____ ____ ____

____

____ I am not familiar with these efforts

## VIII. COMMUNITY AWARENESS (continued)

2. To what extent are you satisfied with the current level of community awareness of your program? Put a check at the selected point along the line.

| Very | | | | Somewhat | | | | Not at all |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

3. To what extent are you satisfied with the current level of community acceptance and support of your program?

| Very | | | | Somewhat | | | | Not at all |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

## IX. RESOURCES

### Funding

1. Does your progam have multiple funding sources?
___Yes
___No
___Don't Know

2. If yes, please specify such sources as JTPA, Businesses, Community Agencies, and so forth.

3. If no, have you explored sources of multiple funding?
___Yes
___No
___Don't Know

4. Would your agency support your efforts to expand sources of funding?
___Yes
___No
___Don't Know

If no, why not?

5. To what extent are you satisfied with your program's funding?

| Very | | | | Somewhat | | | | Not at all |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

### School Corporation/Agency Resources

1. Check these resources of your school corporation/agency:

To which you have easy access
Which have been utilized by your program

____ ____ reading specialists
____ ____ math specialists
____ ____ art specialists
____ ____ science specialists
____ ____ special education professionals
____ ____ audio/visual equipment
____ ____ diagnostic services
____ ____ health services
____ ____ recreation services
____ ____ professional inservice (relating to adult education role
____ ____ other (please specify) ____________________

____________________________________

## IX. RESOURCES (continued)

2. Check the things your school corporation/agency does in support of your program:

____ student transportation
____ visits to your program site(s)
____ child care
____ expediting funding procedures
____ expediting reporting procedures
____ publicity/PR
____ released time for professional development
____ travel support for professional development
____ other direct financial support
____ other types of support (please specify) ____________________

____________________________________________

3. To what extent are you satisfied with the support of your school corporation/agency?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Very | | | | Somewhat | | | | Not at all |
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

### Other Resources

1. Has your program established a relationship with outside agencies, institutions, or individuals?

___Yes
___No
___Don't Know

If yes, which ones?

____ community agencies
____ service agencies
____ social clubs
____ governmental agencies
____ business and industry
____ advisory council or committee
____ key individuals
____ other (please specify) ____________________

2. List those agencies and institutions which share resources with your program:

personnel ____________________
volunteers ____________________
materials ____________________
supplies ____________________
equipment ____________________
referrals ____________________
publicity/PR ____________________
counseling ____________________
services such as eye examinations, hearing tests, etc. ____________________

____________________________________________
other (please specify resource and agency) ____________________

____________________________________________

## IX. RESOURCES (continued)

3. To what extent are you satisfied with your program's use of other resources?

| Very | | | | Somewhat | | | Not at all | |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

4. Do you feel your program would benefit from a greater sharing of resources?

___Yes
___No
___Don't Know

5. Would your agency support the exploration and establishment of such arrangements?

___Yes
___No
___Don't Know

6. Whose responsibility should it be to explore and establish such arrangements?

(Job Title) ________________________________________

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# CHAPTER 4.

# PLAYING DUAL ROLES: THE PROGRAM DIRECTOR AS LEADER AND MANAGER

# CHAPTER 4. PLAYING DUAL ROLES:
# THE PROGRAM DIRECTOR AS LEADER AND MANAGER

## INTRODUCTION

> A leader has 1.) the authority to decide what should happen and who should do it; 2.) the responsibility to make it happen; 3.) the accountability for what does actually happen.
>
> (Josefowitz, 1980, p.199)

Occupying the role of program director serves as a monumental leadership challenge for most of the program directors we interviewed. Possessing the authority, responsiblity, and ultimately, the accountability for the success of their literacy programs represents a complex set of demands for all directors. However, this is not to say that all directors perceive their role alike, exercise their authority and influence in the same way, or believe that certain aspects of their job are equally valuable. All of this is to say that although program directors perceive their roles and priorities differently they all share a common challenge -- how to seek educational excellence while balancing on a tightrope of solving daily problems or "just getting results."

Yet, program directors of literacy programs are not just isolated leaders of their programs -- they must also execute an inordinate number of tasks or details to "just get the job done." The previous chapter on the eight program components, in essence, presents the complexity of issues, and eventually, the tasks facing most program directors. The constant tug of reality, that is, no heat in the building, the shooting of a tutor, the rejection by a possible funder, force directors' attention away from other aspects of their leadeship role such as enhancing better communication processes both internally with staff and externally with the community network, supporting staff development efforts, and most importantly, refining the clarity of the program's philosophy.

It is our intention in this chapter to examine the dual roles of the program director as a leader and a manager. First, we explore two important aspects of leadership: (1) possessing a clear program philosophy, and (2) imparting that philosophy to others. Next, we examine two major managerial skills: decision making and problem solving. To do this, we show how directors creatively apply these skills to three nagging problems: budgets, fundraising, and finding program space. Finally, we explore how most program directors attempt to creatively achieve excellence. That is, through careful and well-designed staff development strategies and a positive emphasis on the importance of communication at all levels, directors empower those closest to their most important program focus -- the adult illiterate -- in order to enhance the programs' potential for excellence.

## PROGRAM DIRECTOR AS LEADER

Although program directors hold different interpretations of their leadership role, two categories emerge as common to them all: they believe that leadership is enhanced by their possession of a clear, strong program philosophy; they believe as leaders they must be able to share or impart this philosophy to the staff and the wider public which means being one or all of the following -- a networker, a politician, and (or) a public relations agent. These terms are often used interchangeably.

Without these two facets of the leadership role, most directors feel that they would be falling short of their responsibilities as leaders, and more seriously, they would likely jeopardize the potential success of their programs. However, we do not mean to suggest that all program directors perform these two facets of their role with total mastery, in fact, some directors feel a significant amount of personal discomfort trying to execute behaviors required of a networker, politician, or public relations agent. Yet, even when they candidly admit their shortcomings they persist in stressing the importance of both of these categories.

The first category, the establishment and possession of a strong program philosophy, is much easier said than done. Program directors wrestle, when they have snatches of time, with how they want to project their program both internally and externally, and also how they must constantly revise their vision of this philosophy in order for their program to remain vital. A community-based program director spoke passionately about what a director must do to possess a program philosophy:

> First of all, you've got to see a need for [your] program. You must do a community needs assessment . . . . You've got to work very hard laying the foundation before you think about [any of the program components]. [With your program components matched to your community needs assessment], you, yourself, have to believe in what you're doing. Once you do this, once you have a plan, it comes naturally . . . . [You can then] tell people what you feel and what you can do . . . .

Many program directors' philosophy grows out of a strong educational philosophy in general. For others, its a commitment to a community their program serves. In either case, directors who appear to possess clear program philosophies are strikingly more charismatic than those who do not. Their clear vision of their program usually bolsters an unwavering sense of confidence that contributes to their success at being either a networker, politician, or public relations agent.

To imply that being a networker, politician, or public relations agent is a natural and comfortable role for all program directors we interviewed would be totally false. Critically important as it is, one program director describes networking as "probably the hardest, most frustrating, pain-in-the-ass aspect of the whole job . . . . It's also the incredible key thing." Whether or not directors enjoy the political aspects of their job, they all agree to its importance. Creating a strong program image to the community and to other relevant agencies and funding sources is perhaps what makes some program directors and their programs more successful than others.

Making sure they are visible not only gives their program exposure but provides directors with information about what is happening outside of their programs. Keeping track of new funding opportunities, new instructional (or different) strategies, collaboration possibilities with other relevant agencies are things directors receive from their extended networks. The informal and formal information networks also offer directors opportunities to adapt their programs to the changes of the wider community. With a program that is relevant, there is an increased likelihood that adult needs will be met.

However, being a visionary and politician does not solely represent the parameters of the program directors' role -- there exist the managerial responsibilities of the program, and all that entails, that complicate the directors' job. Understanding the dilemma created by trying to merge both roles into one is something we heard a lot about in our interviews with directors. How to be all things to all people does not seem possible, yet we saw many directors attempting the impossible not by design but because they had little choice. In the next section, we will explore the managerial side of the directors' role -- as problemsolver and decisionmaker.

## PROGRAM DIRECTOR AS MANAGER

As leaders with influence and power, program directors must spend numerous hours attending to issues that require problemsolving and decisionmaking skills. How directors problemsolve or make decisions varies from director to director. Yet, many directors believe that the same kinds of communication skills required for their external political role are also extremely useful in working with their staff. They attest to some important characteristics such as being a good listener, delegating or empowering staff, when appropriate, to do certain tasks (e.g., instructional planning, curriculum design, inservice training, etc.).

Additional characteristics are building strong, collaborative staff teams, and solving problems that erode staff and learner morale (e.g., managing budgets creatively, active fundraising, and solving space problems). The following two sections on (1) Budgets and Fundraising and (2) Space elaborate some of the ways in which directors successfully satisfy the managerial demands of their role.

### 1. BUDGET AND FUNDRAISING

Directors of literacy programs spend a great deal of time and energy attempting to secure funding for the survival of their programs. Given the deep cuts in federal and state expenditures in all human service areas, many budgets are being drastically reduced, and this in turn, has taken a serious bite out of services provided. Course offerings are being reduced, staff are being laid off, and in many instances, learners must be turned away or put on waiting lists.

Directors must face this cold reality and cope with the demanding task of finding new resources. The chase after dollars not only requires more time but also results in increasingly complicated budgets as the funding sources multiply, each requiring specific administrative accountibility. New tactics and skills are needed from literacy directors to cope with this difficult situation.

This section features a brief overview of how these changes have affected literacy directors throughout the country and in the different sectors in which NALP has visited programs. First, the discussion turns to the issue of government funding and the politics of federal appropriations in general, and then, to the impact of the recently terminated CETA program in particular. Second, directors offer illustrations of how they are confronting the budgetary responsibilities arising from the federal pullback, how they see themselves managing in an increasingly competitive climate. Third, several issues are presented which are related to the switch from federal to private sources of monies. Specifically, attention is given to the way program directors are personally affected and how increased fundraising activity influences the quality of literacy programs.

## Government Funding: Coping with Cuts

The federal Adult Basic Education program (ABE) appropriations hover around $100 million annually and serve between two and three million adult learners per year. Many ABE officials point out that the program is drastically underfunded. The lack of increases year after year amounts to a serious cut in and of itself; California, for example, served 600,000 adults in 1983 and estimates that at this level at least 1,000 undereducated adults have to be turned away every week.

Programs which receive ABE money complain not only about the cuts, but the administrative headache caused by its complex funding formula as well. The director of a state and local program in the Northeast finds that her hands are tied even when it comes to covering trivial expenses: "Well, I see other programs that are smaller and they have their own checkbooks, they just right write their own checks. We can't do that. Everything has to be a purchase order. It takes four to six weeks for those kinds of things to be processed. It's bureaucratic, we are the largest program in the state, so I guess you have to expect that."

On the whole, the crash of the CETA program and the severe reduction of federal appropriations in the period of 1980-1984 has eroded the national literacy effort on a large scale. As one program director in a community based system in the East reports, he and his colleagues came very close to closing their doors permanently:

> The funding stopped at the end of our two year fiscal plan. Although we saw the disaster coming, we had no idea how bad things would get. We had to scrounge desperately. I mean our budget went down a hundred thousand dollars! It's incredible! We did not know how we were supposed to continue. We cancelled the entire GED program, and put many students into large classes for basic skills work.

The situation is not unique to this particular program. Many program directors have to learn quickly about the perils of depending too much on government money, as did one director of a correctional program in the Midwest. "Money is tighter here in the last couple of years than ever before," she says, "we have to turn down everything. When you are dealing with federal funds, you have to expect that," she adds with a somber look on her face.

The cuts also increase the program directors' workload in a significant way; many directors have cut their own salaries. "There have been cutbacks, we are all overworked now," says a director of a state and local program in the Southeast, "just to keep funding we have to constantly write proposals, at least one every week, just to keep ourselves together. Every place we apply to has had cutbacks. We get less each year." The most frustrating aspect of the financial calamity, as many directors point out, is that they themselves must watch their programs deteriorate rather than improve even while they make financial sacrifices and increase the amount of time they commit to their jobs.

It comes as no surprise that some directors and staff decide to leave what they perceive to be a sinking ship: "People need to have the security of making money, of having a job. The ongoing uncertainty and loss of revenue certainly is exhausting for teachers and administrators, and is taking its toll. We are losing our best people!" These remarks by a director of a postsecondary program in the Midwest illustrates the severity of the situation. Raising funds and monitoring budgets has become the major challenge for the manager of a literacy program, and this is equally true regardless if the programs are ABE, volunteer, military, corrections or employment and training.

## On the Rebound: Setting Priorities

Adult educators understand that education is no longer a priority in the federal budget, and, surprisingly, this is true for military programs as well. The director of a military program in the South points out that priorities have shifted line items in the military funding of education as well:

> Unfortunately, the Congress and the President started fighting over defense spending and things that go first are not the missiles, or the tanks, or the guns. It's educational services. They and the quality of life programs in all armed services are hit the hardest, and hit first. We are underfunded now and I am seriously concerned for the coming years.

Clearly, managers have to make the most of every dollar these days, and the first step is to realize one's limitations. "We do the best we can with what we have," says the director of a correctional program in the East. For them as for many others the financial drought has two major implications: first, the literacy program director must frantically search for new and probably nontraditional funding sources or seek ways to reduce the program's expenditure; second, as the following example illustrates, they must change to more complex budgets, which is a direct implication of having more funders and of having to deal with increasingly complicated federal funding formulae. The director of an employment and training program in the East explains:

> The new law came out for the Job Training and Partnership Act (JTPA) saying that 70% of your funds must now be spent on training. That leaves 30%. 15% is for administrative cost and another 15% is for everything else including supportive services. Under CETA 69% of the funds were for stipends, going directly to the student, and 20% for administrative cost. They have identified and narrowed the definition of budget items, and a lot of what once was called 'service' has been squeezed out. The real losers are the students, no doubt about it. In addition, JTPA is a far smaller program than CETA.

In this and many other programs educational services have to be reduced. Programs that once specialized in adult basic training, for example, also featured a GED course and a life skills component. Now these programs have to make a choice regarding the program's emphasis, and they must direct their resources more narrowly. This amounts not only to a reduction of literacy services, but to a loss of diversity of literacy services. Extras have to be eliminated. Moreover, the fundraising process has become more competitive and more time consuming. As we shall see next, this dynamic changes, fundamentally, what literacy managers do and how they feel about themselves.

## Competing for Money: Making the Transition

Program directors who used to see themselves primarily as administrators have to be prepared to become grant writers, developers and public relations specialists. In fact, the majority of programs selected by NALP are run by people who have excellent skills in those areas. The transition requires a rethinking of the role of the program director, says the director of a community based program in the East: "When you're limiting your staff because you have to limit your money, you have to split yourself into two people all the time and be out there hustling for the next dollar, when your time could be used more profitably for direct services." Programs who are managed by people who can handle this professional conflict, appear to have a distinct competitive advantage in the quest for private funds.

Even ABE funds and other federal appropriations for literacy have become more competitive, as the director of a state and local program in the East points out, "The competition in writing proposals will continue to be stiff, but I am confident because I have developed good skills in writing proposals. There is a lot of competition for that ABE money!" The transition from CETA to JTPA money also brings more rigorous state audits for what is essentially a much smaller amount of funding. "The system is just getting into place," says the director of an employment and training program in the West, ". . . and by 1985 there will be an extensive state by state evaluation of all programs. They have incentive awards for those who do well; if you're not doing well you stand a good change of losing state support."

This competitive bidding for public funding catches a lot of directors by surprise. "Grant writing training is what I need," admits a correctional program director in the Midwest, "nobody here has the knowledge to write a grant and there is no money for training."

To fill the void left by federal and state budget cuts, directors often face an overwhelming task. "We are due to raise $420,000 in foundation money and that is a significant chunk." This director of a Midwestern postsecondary program admits not having the slightest clue as to where that money could possibly come from. Her preliminary inquiries established that they will have to compete with fundraisers like Harvard University and other organizations which have trained developers/writers on their staff.

Overall, there is a sense of doom around the budgeting and fundraising problem. The majority of literacy program directors have a great sense of commitment, however, and are inclined to adjust to the new demands primarily because they are concerned about their learners and their staff. Many have already taken grant writing courses or are considering doing so; others have turned to community members, public school superintendents and business people to seek advice and expertise. Much hope rests on the impact of the National Literacy Initiative launched by

Secretary Bell to generate more of a lobby in Congress as well as in the private sector to secure enough funding to counter the rise of illiteracy in this country.

## 2. SPACE

Like the budgets and fundraising, most of the program directors complained about having serious problems with the space for program operation. This included issues like the lack of space, the inadequacy of available facilities for teaching undereducated adults, the soaring costs of renting space both in urban and rural areas, and the location of space which has all too often become a question of cost and accessibility. Program directors are particularly concerned about moving from one location to another, as such moves frequently disrupt the functioning of a literacy program.

The lack of space is particularly acute in correctional settings. Many prison facilities suffer heavily from overcrowding and rarely have any space for education or other programs. This problem also occurs in many community based programs which are often too poor to rent the space they need, particularly in the wake of dwindling funds. In urban areas, programs are often forced to move to less favorable neighborhoods and must deal with issues like security and accessibility. All military facilities visited are generally adequate and reasonably comfortable, which is also true for most employment and training programs that use space donated by companies. State and local programs, as well as postsecondary, are usually housed in municipal facilities or share space with other federal and state agencies.

Three major concerns regarding space management require further discussion: (a) finding a location that is suitable for a literacy program; (b) budgeting for space and solving the problem of high rents (particularly in urban areas); (c) locating safe, accessible space.

## Finding Space

Nowhere is the finding of space more challenging than in state and federal prisons. As the following illustration shows, the director in a correctional facility in the East spends a great deal of time drumming up classroom or tutoring space:

> Well, you want me to run a literacy program? I need more room, where am I going to put these guys, we can't sit on the ceiling. At this point the new superintendent walks in and complains, ordering us out of the chapel where we had been holding a class. See, space is the big thing here, second only to security.

This director like many others, must resort to creativity -- for example, starting an outdoor class in the prison's courtyard. Indeed, adjacent to the basketball court was a blue tarp stretched out above five or six desks all of which are now occupied during daytime, rain or shine.

Community based and postsecondary programs are also resorting to new ideas when it comes to finding a new home for their offices and classes. But, as this director of a community based program in the West points out, new tricks do not come easy: "I would like to improve our orientation, but there is this space problem. We have no large room to do orientations for each of the new classes. What we really need is an auditorium!"

## Paying for Space

Because the majority of literacy programs live on shoestring budgets, paying heavy monthly rentals are out of the question. Many directors try to share space with other programs or agencies just to avoid such bills. They argue that money can be spent more wisely on learners and teaching staff. In many cases, military, state, and federal agencies along with corporations have donated their unoccupied space to literacy programs. However, in situations when this is not possible, directors must scramble for more and cheaper space. "At the beginning of last year," agonizes on director on the West Coast, "the question was to find a locale for the program since our old space is now occupied by a business that can afford the constant increases in rent. There was no space in the schools, we tried that. We also tried the storefronts, but that again is a question of finances."

Frequently, the lack of affordable facilities forces programs to split up into several locations (not in the sense of having satellite programs, but having offices in several different buildings). On the other hand, as this director in the Midwest testifies, programs are squeezed into very cramped quarters, which can have a negative impact on their operation: "We need better facilities so that the administrative office could be in a separate room from the classroom, and it would be helpful to have the library adjacent to the classrooms, not two miles uptown."

Others have arranged split facilities which are in close proximity. Such situations allow for both saving on rent and for easy travel in between, as this director of a postsecondary program in the East says: "The college is our sponsor and our offices are at the junior high school, a public school just around the corner. We are all in the same vicinity, all within walking distance -- and it's costing us absolutely nothing!"

Unfortunately, space is expensive and hard to find, both in urban and rural areas. Frequently, the solution to the space problem hinges on the director's creativity in utilizing community resources, or in arranging partnerships with various types of sponsoring agencies. In the last decade, the private sector has become more receptive to the notion of providing some resources to literacy programs. The director of an employment and training program illuminates this change:

> The company gives us a large, heated space with all the equipment we can possible use. They are very good about lending us other facilities for special programs. The space is there, it is available for us, we just have to request it.

## Safety and Accessibility

In large urban areas literacy directors are often torn between finding facilities that are either affordable or accessible by public transportation. City real estate values are dependent, among other things, on the proximity of the property to subway lines or buses. Typically, inner-city adults who need a program depend on public transportation; the question of accessibility versus affordability poses a very real dilemma. In addition, affordable space that is accessible is frequently located in neighborhoods which may be considered 'unsafe' by students and/or tutors. The program director of a community based program in a large Midwestern city describes his situation this way:

> In many neighborhoods where we have teaching sites, there is a large amount of changes occurring. We've had students who have been shot, we've had a tutor who has been murdered . . . . And that is not unusual for the areas we are typically working in. So, we are really concerned about space and the specific location of space. I think that given the fact that 70% of our students live in poverty, you are going to find that students will come to class a lot more often if they can get to a place that is accessible; I feel that accessibility is more important than safety, but given our experiences that seems almost silly to say.

In many cases, literacy programs have to compete for space which can be leased more profitably to commercial users. This problem inevitably arises when literacy programs are having difficulty in keeping up with their rental payments. Landlords are not always patient and the programs are forced to move on. Moving makes it more difficult for a program to establish itself, and, not infrequently, students are lost in the process.

Once a feasible space is located, problems with the facility itself are equally common. The director of an employment and training program in the West illustrates this point: "We found one major problem -- heat! The storm windows are bad and there is only one thermostat in the whole building," she said describing the rundown state of this downtown office building. "We have to use space heaters. Our landlord spends the winters in Greece. On the coldest days the students don't come because they know they will be cold."

The battle with the cold afflicts a postsecondary program in the Northeast. Its tutors and students are spread over a large geographical territory, and the winter tends to make things worse: "They are 35 miles from here, some of 'em 60," the director said pointing to a map of the county which extends to the Canadian border, "The tutors tell me if they have four or five people ready for the GED. I take the test out there, and I use the community room or the local bank. In this one town the community room is a little wooden house. I have to get there at 8 o'clock to heat the place first. While they take the test, I babysit all their children."

There is little doubt that the issue of space and related problems such as spending time to find a space, gathering the resources to pay for it, and ensuring both accessiblity and safety affects nearly every literacy director's work in some way. As NALP has learned, the resolution to these problems can have serious impact on the quality of programs. Some directors argued that their program's success came only after they had, in fact, located an appropriate space in which they were able to stay over an extended period of time.

## STAFF DEVELOPMENT

In this final section, we move beyond a discussion of the dual roles of program directors -- juggling a myriad of managerial responsiblities -- to staff development, the creative challenge that often separates out excellence from mediocrity in literacy programs. "Keeping all the balls in the air" can either be exhausting or exhilarating. But one constant condition for all directors, and ultimately one of their best resources is their staff. Here we explore the leader/manager role in light of staff development, as directors extend their creative talents to help maximize the personal and professional development of their staff. We end by offering some valuable information on the use of volunteers.

### Staff Development As a Positive Step Toward Excellence

Staff development, like all other aspects of program management, is not haphazard. The most effective directors have definite ideas about program philosophy, and by extention, staff policies. Although evaluation is an important component of staff policy, instead of viewing staff evaluation as a burdensome, sometimes unpleasant, task many directors use evaluation as a opportunity to develop staff to their fullest potential. From this vantage point, staff evaluation, a potentially negative concept, becomes staff development, a positive belief that all can grow. When a program director works cooperatively with staff to accomplish personal and program goals, he or she creates a dynamic and supportive climate for staff development. Not only does the program reap the rewards of a dedicated and informed staff, but staff also are empowered to grow as people and as professionals.

Creating a climate for personal and professional growth, however, is an ideal rather than a reality in most programs. In saying so, we do not question the motivation or dedication of directors and staff. Instead, we acknowledge the challenging task of managing a program with part-time (and sometimes inadequately trained) staff, lack of time and funds for inservice, and a paucity of planning time. As a result, many directors find themselves with a staff that is untrained, isolated, discouraged, and disorganized.

There has been a great deal of research into the qualities which characterize effective principals in schools. Likewise, in our site visits we were able to identify certain characteristics of effective program directors. Those characteristics include both general "attitudes" toward staff and also concrete actions in implementing a staff development plan. Thus directors demonstrate their competence through creating a climate for staff growth and through a definite organized structure for staff training. In the sections that follow we discuss these two components of a successful director.

## Attitudes Toward Staff

There are four "attitudes" or beliefs that the best directors adopt to build staff morale, to encourage professional development, and to fight discouragement and lack of program coordination. The four attitudes, which cut across personalities, program types, and program philosophy, can best be explained as mottos for staff development. They are: establish personal contact, set a direction, build staff cohesiveness, and be positive. Effective directors tend to demonstrate all, rather than just one or two of these attitudes. We explain below what directors mean when they talk about these beliefs.

Establish personal contact. Teaching is essentially an isolating profession. Even though literacy instructors are able to interact with their adult students, they need to be able to talk over their successes and failures, their doubts and their questions with othe[illegible]ho share like concerns. Teachers are clear that they want and need regular contact with their peers and supervisors. Unfortunately, the very aspects of programs which make them attractive to students -- choice of hours and multiple locations -- work against providing staff with the opportunity to interact with their peers. To counter the isolation, directors, in their role as "lead teacher," can provide teachers and counselors with feedback.

Directors can establish this personal contact by visiting classrooms on a regular basis, by making it a policy to attend staff meeetings at satellite programs, by soliciting staff opinion regularly, and by creating (or mandating) opportunities for staff to interact with others. In short, the director must be visible and approachable, but above all, available for staff. "You can't make the mistake of too much support," says a supervisor in New York. When directors are available for dialogue, evaluation becomes a communication tool, a way of working together.

Set a Direction. As mentioned earlier, it is the director's responsibility to set a tone and to establish a program philosophy. Staff development takes place within this frame of reference. Unlike some who feel that matters of curriculum and instruction are the purview of staff alone, we endorse the views of those directors who feel that it is important for staff to know the underlying educational and methodological assumptions of their program. With those guidelines in place, a director is free to encourage staff to experiment and be creative. Without guidelines, the director is risking an "anything goes" approach, and staff often flounder. "When you don't have a director who takes charge in any way of the teachers as a whole, you're going to have a lot of teachers who really aren't reaching people. . ." asserts the director of a large multi-service community based program. Implied in her comment is the acknowledgement that many literacy staff are not asked to be accountable. If the program seeks to be anything other than a social service agency, it must define goals and procedures and assist staff in implementing them.

Directors set direction by providing leadership in curriculum and methodology; by creating opportunities for staff to reflect on what they are doing in the classroom; and by assisting staff in setting personal goals. One director in the East asks staff to specify program areas like computers, curriculum design, outreach, or testing that they would like to work on as a complement to their regular teaching assignment. Once committed to areas of choice, staff are more eager to use these objectives for personal growth and performance evaluation. Meetings to discuss program sequence, training, teaching techniques, or visits to exemplary programs provide other opportunities to set program direction.

Build Staff Cohesiveness. Closely allied to establishing personal contact with staff is creating opportunities for all program staff to work together on common problems. Although bringing the staff together can be a herculean task, it provides the feeling of belonging and contributing that all staff need to remain effective spokespeople for the program. Even though most directors believe in "group decision making," they have difficulty convening their groups.

When staff travel or are located in satellites, efforts should be made to bring staff together at least once a month. Part-time staff should be included with full-time staff. "I see this as a whole staff, not full-timers and part-timers. I don't like that separation. It is almost like being elitist," says a director of a large ABE program in Maine who formulated a plan to bring all staff together on a regular basis. One program director in the

Midwest believes firmly that even though staff are part-time, they must have a "full time" attitude. To her, attendance at monthly meetings symbolizes part of that commitment.

Logistics notwithstanding, program directors have devised creative ways to bring personnel together. Meetings which alternate between days and nights, separate meetings between day and night staff, and even the ubiquitous committee meetings, are all opportunities for teachers and counselors to share concerns and to learn from each other. "The strength is in the group," advises the community based director of an all part-time staff. Group cohesiveness builds involvement, and staff involvement is a key to professional development and quality.

Be Positive. As educators, most literacy staff know that learners must feel self-esteem to be successful. This same tenet applies to staff. When directors believe that people are willing and able to learn and improve, they communicate that faith to their staff. Staff, likewise, internalize the confidence that they can make significant contributions to learners. Directors can and should encourage staff to reach their highest potential.

The "I can" attitude is communicated in many ways. In a classroom observation it takes the form of "What can I help you with? What can you do to make that better?" In staff meetings or on committees, modelling behavior is an effective technique. Directors or strong staff members can demonstrate, through their behavior, attitudes, or shared information, new ideas which may be helpful to others. Pairing a strong and weak teacher for projects also provides a positive opportunity for less able teachers to grow.

A positive attitude does not preclude setting standards or demanding accountability. It simply creates a supportive environment in which staff can feel safe to fail and free to strive for excellence.

The four attitudes we have just discussed, while necessary for staff development, are not sufficient. A climate for growth is just that -- a supportive environment. To draw an analogy: planning a garden site, tilling the soil, and planting the seeds will not guarantee luscious and plentiful vegetables in the summer unless you water, weed, and cultivate them. The same is true for staff development -- believing in staff is only half the battle. You must create opportunities for them to learn and develop. It is what we referred to earlier as the action plan. Training is the best example of how effective directors mobilize action plans for staff development.

## Training: The Action Plan for Staff Development

Training or inservice education is nothing new. In fact, it is a buzzword which directors and staff use with considerable frequency, but with no consistency. "Training" can be anything from attending a session at an adult education conference to spending a year's concentrated effort on developing a volunteer program. Interestingly enough, literacy staff rarely mention continuing education at the graduate level as a form of training. It is our impression that for some reason, literacy staff do not seek this training. Some reasons may include time, cost, or perceived relevance.

Whatever the form, most agree on the desirablity of training. But it is only the truly effective directors who know how to design and implement training sessions so that they have lasting effects. Our research supports the generally accepted fact that directors must follow a procedure when planning and implementing training. We will review the steps of that procedure below and show how the generic process is related to literacy staff in particular.

## Step 1 -- Needs Assessment

What are the areas of competency for literacy staff? Anabel Newman (1984) states that literacy staff must be qualified in four major areas: diagnostic teaching; developing goals and objectives; evaluating and implementing research findings; and evaluating program and learner progress. The competent director knows the qualifications and needs of staff in these areas and uses these needs as guides. In some literacy programs, staff are the sole judges of their own needs; this often leads to focus on instruction to the exclusion of research, planning and evaluation skills. Even though staff involvement is critical in planning inservice training, directors must not abdicate their responsibility as the persons with the most complete view of staff capabilities.

## Step 2 -- Planning

Planning follows directly from needs assessment, but must be realistic. Any educational staff has a wide variety of common and individual needs. Focus planning on areas of most potential service to the program. The skills noted above are sophisticated and slow to develop, but of great importance in the delivery of quality educational services. Give staff the time they need to develop by limiting training goals. It is better to have a staff thoroughly grounded in writing goals and objectives, for example, than to have them merely exposed to several topics.

## Step 3 -- Implementation

The implementation step is the one most commonly referred to as "training." However, the greatest danger here is the "quick exposure" approach. Literacy educators know that their students do not master skills by a brief exposure to them. Teachers are no exception. Mastery takes drill, practice and opportunities for application. Consequently, attending a session at a state conference, a common inservice practice, will not have the desired effect of training or helping teachers acquire new behaviors. Rather, workshops and lectures serve only to inform and create awareness of new approaches and ideas in education.

If teachers are to learn and practice new skills, they must be given the same opportunities they afford their students. Training sessions should be long enough and frequent enough to introduce, explain, provide practice, and ensure application of the new skill.

Programs often tap the talents of staff members to provide inservice training. This can be especially effective, since direct and constant application of the new skill can be attempted within the context of the particular literacy program. State consultants can provide useful and low cost training. They are often more available than costly consultants, and feel an obligation to serve state needs. State university departments of adult education, too, are frequently involved in literacy education, and are thus aware of staff needs. They provide training at a more economical rate than many private universities.

## Step 4 -- Follow-up

Research shows that most innovations fail, not in the initial implementation, but in the follow-up. That is, emphasis should be on back end, rather than the front by providing ongoing support. Establishing a system for teachers to try, discuss, problem solve, and refine new skills is essential if they are to incorporate them into their repertoire. Selecting manageable training goals gives staff the luxury to focus on one area and to develop it well. Pairing of teachers and "coaching" are satisfying ways to build cohesiveness and help staff master new skills.

At this juncture in the training process, directors can be especially effective by establishing personal contact and providing positive feedback to their staff. Memos and staff presentations are other effective ways to keep the new ideas alive and maintain staff enthusiasm for the inservice topic. In one midwestern program, staff are regularly assigned to report on interesting articles from journals and books. An adaptation of this, with the focus on the new skill, could be a way to allow staff to explore the training topic in depth.

Even though we have concentrated on areas of staff development in the section on training, it should not be considered as completely separate from program development. Staff do not possess skills in isolation. They use them to improve the program. But before programs can improve instruction or evaluation procedures, for example, their personnel must be trained in those methods. Training staff in certain procedures then, guarantees that they will be able to utilize them for program improvement. What better way to provide concrete follow-up and application practices for staff than to tackle a program area?

In summary, directors must harness all the resources at their disposal to create a successful literacy program. Staff are crucial to program success and a resource of great value to program directors. Directors show their respect and appreciation of staff by helping them develop to their fullest potential. Those directors adept at staff development seem to possess certain key attitudes toward staff which create a climate for acceptance and growth. Coupling a supportive environment with an action plan for staff development is the hallmark of the most successful directors in our study. Action plans must take into consideration the needs of staff and successful methods to teach and reinforce new skills in the areas of instruction, assessment, and evaluation. Once staff have acquired new skills, they can contribute greatly to program improvement. Then staff truly become valuable "resources" for the program director.

## STAFF DEVELOPMENT: A POSTSCRIPT

## THE USE OF VOLUNTEERS

A special consideration in staff development is the training and supervision of volunteers. The role and use of volunteers is an issue of much concern in literacy programs today.

Program directors disagree about the ultimate benefit of incorporating volunteers into the instruction program. While some directors tell us they are "more trouble than they are worth," others build successful literacy programs upon all volunteer staffs.[1]

Although a potentially rich talent pool for an underfunded and struggling program, the use of volunteers implies certain trade-offs. The director must consider the trade-offs before a staffing plan can be developed. Benefits of using volunteers for instruction include:

-- they are unpaid; this eases budget problems.

-- they can help meet the needs of a program with long waiting lists.

-- they can boost learner self-esteem by giving personal attention to the unique interests and problems of learners.

-- they help programs serve the hardest to reach by instructing some adults, unable to come to literacy centers, in their homes.

-- many are innately talented tutors who have excellent "people skills."

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[1] For further information about organizations which provide training and materials for volunteer tutors, contact Laubach Literacy International, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210 and Literacy Volunteers of America (LVA), 404 Oak Street, Syracuse, NY 13203.

-- many are truly dedicated to helping illiterate adults.

Unfortunately, however, the use of unpaid staff places certain demands upon program directors.

Volunteer tutors appear to be the solution to problems of shrinking funds for staff salaries, long waiting list of adult learners, and instructional space. In fact volunteers, when used as instructional staff, demand as much, if not more, training and supervision, as teachers. If not managed properly volunteers can become a program liability. Program directors without a strategy for the training and monitoring of volunteers may find that some of the following problems can occur.

-- the one-to-one relationship can promote the social isolation of learners. Learners are deprived of the social and peer interaction that so many educators think are vital to the educational process. Absent in the limited one-to-one situation is the opportunity for students to compare their strengths and weaknesses to others like them; absent also is the opportunity to learn from a variety of points of view.

--the instructional process is unsupervised. Lack of super vision is detrimental to both student and tutor. Ineffective teaching impedes student growth and reinforces bad instructional habits, thus denying the tutor a chance to improve teaching skills. In the worst case scenario, both teacher and student fail, so the process has been self-defeating. More often, the pair moves along not knowing how to cope with problems or how to search for alternatives. Often volunteers cut short their commitment because they have no chance to share their problems or seek solutions to persistent questions. They, too, suffer from isolation and loneliness and seek support.

-- volunteers are inadequately trained.[2] The equivalent of three days' training, no matter how well designed, cannot provide a tutor with the arsenal of techniques necessary to teach this most challenging of learners. The disadvantaged adult has usually failed in schools with trained teachers. Although there may have been a complex set of reasons for the adult's failure to complete school, most educators feel it takes more than good intentions to be successful in teaching basic skills to this kind of learner. A director at a community based organization admits, "Tutors need to be better trained. They need a background in reading theory and process. And they need exposure to as many different methods as possible."

Program leaders must weigh the pro's and con's of using volunteers and address the staff development issues implied by their use. These responsibilities include:

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[2] In addition to training manuals provided by LVA and Laubach, the VITAL program in Bloomington, Indiana publishes a tutor trainig guide. For more information, contact Audrey A. Armstrong, Monroe County Public Library, Bloomington, IN.

1. "Match" tutors and students. Develop a questionnaire or checklist to determine tutor's and tutee's attitudes toward crucial variables in the instructional process. Student variables like personal goals, learning style, and material preferences should match the tutor's philosophy. Tutor variables like flexibility, willingness to change, and commitment to further their training are important in building a reliable and competent tutoring staff. Once accomplished, directors must also remember that "the matching process is an art as well as a science." Personalities and philosophies of life are also important variables in the tutoring situation.

2. Provide supervision. Tutors need to be valued and supported just like paid staff. Their input must be considered in designing a system for supervision. Although it may be physically impossible to observe each tutor even haphazardly, systems which use highly trained volunteer supervisors or peer supervisors can enhance the quality of instruction volunteer tutors offer.

3. Make volunteer staff development a goal. Target staff development activities for each year and follow up with opportunities for volunteer staff to share and compare the results. Keep goals focused so that supervisors can concentrate on attainable and simple objectives.

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# LINGERING QUESTIONS FOR LITERACY EDUCATORS AND RESEARCHERS: A SUMMARY STATEMENT

# LINGERING QUESTIONS FOR LITERACY EDUCATORS AND RESEARCHERS: A SUMMARY STATEMENT

As we stand back and survey our findings, we realize that we have gained a unique perspective on the state of adult literacy education in the United States.

It began as a predictable journey. Our mission was to describe program instruction and operation, and we have painted that picture in rich detail. The picture reveals both the dedication and commitment of literacy educators and the severe obstacles they encounter as they try to make their programs a success. Most generally, we noted that "what works" or the most effective literacy practice resulted from a systems approach to program design and implementation. Despite our emphasis on looking at parts or components of programs, with an eye to identify promising practices rather than model programs, what emerged was the finding that programs that make a commitment to integrate and systematically plan, implement, and evaluate the educational process -- those that create a coherent system of adult literacy instruction are the ones that are most successful.

These programs have the following general characteristics:

- They are clear about their overall goal and philosophy of instruction.
- They develop goals for every component of their program in measurable terms, so that they can determine their effectiveness in meeting these goals.
- They help potential learners to determine if the program is well-suited to the learners' goals and expectations and vice versa.

- They are explicit about intended learning outcomes for participants and standards for judging success in achieving those outcomes, and they share this information with program participants.
- They carefully diagnose individual learner educational needs and strengths and develop an individually tailored learning plan for each participant.
- They tie learning objectives to instructional methods and materials and assessment strategies.
- They provide frequent feedback to learners on their progress in mastering their learning objectives and they carefully document that progress.
- They frequently evaluate their program's effectiveness in meeting its goals in each of the component areas, and they use this evaluation data to improve their literacy program.

As we refined our picture of programs, we discovered that we had more questions than we had answers. Most of our questions revolved around two issues: measuring program success, and formulating a theoretical basis from which to draw implications for effective literacy practice.

Measuring Program Success. Our conversations with literacy educators underscore the fact that they share no common criteria for measuring success. Standards of success range from attracting high numbers of recruits to making fundamental changes in peoples' lives. Further, adult educators are often not trained in evaluation or assessment methods. In fact, as we have pointed out, adult educators are often not trained in their profession at all. Consequently, the burdens and demands of developing strategies and tailoring materials to provide direct services to learners consumes much of their energy.

Nonetheless, most of the adult educators we interviewed state that they both want to and need to develop evaluation skills so that they can document their program's success, but they lack the resources, expert help, and time to have their needs fulfilled. For them, the consequence of lack of resources has contributed to an inability to sustantiate the effectiveness of their programs to potential funding sources.

In a competitive funding arena where resources are scarce and the demand on those resources are numerous, the lack of documented effectiveness data severely reduces opportunities for programs to develop a stable and secure funding base.

Consequently, measuring program success is a controversial issue in terms of the lack of agreement about the standards by which success can be judged as well as the problematic issue it creates for most literacy programs fighting for their share of highly competitive resources.

Formulating An Adult Learning Theory. The diversity of program philosophies and instructional approaches indicates that literacy educators have very different views of the cognitive, psychological, and social factors that influence adult learning. Some adult literacy programs, for example, are modeled on public school instruction, while others argue that this model is inappropriate for the adult learner. A clearer picture of the learning patterns of adults and the nature of literacy practice that matches these learning patterns would assist literacy educators in designing more relevant instructional programs.

Having raised these issues, we challenge adult educators and researchers to join in an ongoing investigation that extends beyond this Guidebook. The issues are related in the form of questions below:

- Should the adult education field develop nationally recognized standards by which a program's effectiveness can be judged?
- What are the cognitive, psychological, and social factors that influence adult learning patterns for different constituencies of educationally disadvantaged adults?

Answers to these questions informed by both theory and practice will help literacy educators make wise decisions about program design and instructional practices. It is apparent that we have not completed our journey. In the meantime, we do know that programs which respond to the unique personal needs and learning styles of disadvantaged adults have the "best shot" at educating this important population.

# APPENDIX 1:

# INDEX OF LITERACY PROGRAMS THAT RESPONDED TO NATIONAL SURVEY

The program index provides information on 225 literacy programs that responded to the NALP survey. To facilitate use of the index, programs are listed both by organizational sector and alphabetically by state. As part of the index, we include replies to two of the questions from the survey that reflect major areas of concern and interest to adult educators:

- What ways have you developed to keep students in your program? (Retention techniques)
- How do you know your program works? (Indicators of program's success)

# STATE/LOCAL PROGRAMS

Adult Basic Education Program
309 23rd Street, North
Birmingham, Alabama 35203 205/251-1157
Contact: Janet R. Moore, Adult Basic Education Coordinator

Retention techniques

- follow-up calls
- extended programming based on interests of students
- evaluation of students

Indicators of program's success

- students secure jobs and promotions
- students get off welfare
- students learn to read for first time
- 400-600 students secure GED per year
- students receive U.S. citizenship
- students learn to speak English

Adult Learning Center
515 South Union Street
Montgomery, Alabama 36197 205/269-3774 or 3775
Contact: Margaret T. Tucker, ABE Coordinator

Retention techniques

- more volunteers to assist with one-on-one tutoring

Indicators of program's success

- adult learners engaged in three Rs can now read and write
- students successful on their jobs; they have material things -- car, house, etc.
- ESL students become viable in society; they hold jobs
- program filled without much advertising

Tuscaloosa County Adult Education Program
2314 Ninth Street
Tuscaloosa, Alabama 35403 205/758-0411
Contact: Dr. Richard Jennings, Adult Education Director

Retention techniques

- continuous monitoring system by GED counselors
- central office keeps individual file on each learner; when reason for absence understood, staff members attempt to do whatever is necessary to solve the problem

Indicators of program's success

- program has grown from 4 classes in 1967 to a staff of 31 in 1984
- work effectively with postsecondary education and training programs in area
- during last 3 1/2 years, GED program has averaged 283 graduates
- follow-up study of 575 GED graduates indicates: 145 adults involved in further educational training, 152 have future plans to enroll in further training, 41 received job advancements, 52 secured jobs, 26 joined military, 178 received personal satisfaction of completing life-long dream of finishing high school
- received excellent evaluation by State Department of Education

Programmed Learning for Adult Continuing Education
The PLACE
310 East Tallassee Street
Wetumpka, Alabama 36092 205/567-5358
Contact: Virginia B. Nordon, Teaching Supervisor for "Place"

Retention techniques

- personal contact

Indicators of program's success

- increasing enrollment
- "word of mouth" advertising

SERRC Adult Education Programs, Southeast Alaska
538 Willoughby Avenue
Juneau, Alaska 99801 907/586-6860
Contacts: Constance Munro and Joan Henderson
Adult Education Coordinators for Juneau-Ketchikan-Southeast

Retention techniques

- all study materials are self correcting
- pre-testing
- find short-cuts to learning -- left-brain, right-brain concept
- provide warm and caring atmosphere -- coffee, tea
- open entry-open exit provides less stressful method for adult under survival pressure
- ask students' help in improving program
- students recruit friends and participate in student activities

Project CLASS
Clovis Adult School
914 Fourth Street
Clovis, California 93612 209/299-3144
Contact: Mary Rich, Director
Lorraine Ruston, Project Consultant

Retention techniques

- life skills topics help in keeping students enrolled -- the materials are relevant to students' needs

Indicators of program's success

- Life School modules increase students' competency levels in life survival skills compared with students who have not completed the modules
- full-scale field tests of projects original 60 modules were conducted in 1979 at four sites in California; significant difference between treatment and control group in gain in percent of students mastering the objectives; gain provided evidence that modules were source of treatment group changes

La Puente Valley Adult Schools
1110 Fickerwirth Avenue
La Puente, California 91744 818/330-7896
Contact: Holda Dorsey, Adult Basic Education Coordinator

Retention techniques

- flexible schedule

Indicators of program's success

- students' satisfaction with the program demonstrated by referrals of other students
- staff satisfaction demonstrated by low turnover
- contact with program maintained by staff members who leave for better jobs

Adult Basic Education Program
Los Angeles Unified School District
1320 West Third Street, Room 900
Los Angeles, California 90017 213/625-6471
Contact: Lonnie D. Farrell, Supervisor Adult Special Program

Retention techniques

- all students given orientation program
- counseling services available to all program entrants, counseling provided by classroom instructor as well as guidance specialist
- large, small, and individual instruction used
- continuous evaluation in all basic subject areas

Indicators of program's success

- evaluation of classroom progress
- student feedback regarding improved ability to speak English, secure a job, or a job promotion
- counseling follow-up is conducted to evaluate students' stated objectives

Neighborhood Centers Adult Education Program
Oakland Unified School District
1025 Second Avenue, Administration Annex #308
Oakland, California 94606 415/452-1612
Contact: Helen Lee, Principal
Carol Orr, Educational Adviser

Retention techniques

- open entry/open exit
- phone calls and postcards to students who drop out for unknown reasons
- some individualization

Indicators of program's success

- results of CASA pre- and post-test scores
- student feedback
- community feedback, especially through Adult Basic Education Community Council
- Accreditation Self-study for Western Association of Schools and Colleges
- formal and informal assessment by teachers

Sequoia District Adult School
Broadway and Brewster
Redwood City, California 94063 415/369-6809
Contact: Cuba Miller, Assistant Director

Retention techniques

- accurate placement
- more relevant curriculum in day ESL classes
- open entry/exit learning center for high school diploma

Indicators of program's success

- documented growth of students
- good feedback from students and community agencies

Salinas Adult School, ESL Program
431 West Alisal
Salinas, California 93901 408/757-3931
Contact: Sharon Miller, ESL Coordinator

Retention techniques

- student population consists of migrant or seasonal workers so program runs year-round, morning, afternoon, and evening, and there is open-entry/open-exit; students may have to drop out but return to another class, at another time

Indicators of program's success

- 4,000 students attend program
- progress monitored on CASAS (California Adult Student Assessment System)

Adult Education Center
El Paso County School District
917 East Moreno
Colorado Springs, Colorado 80903 303/635-6750
Contact: Sharon Stone, Coordinator

Retention techniques

- call students when absent; send postcards

Indicators of program's success

- enrollment continues to grow
- students report they feel successful at the Center
- student leave program motivated, able to continue their education, or secure employment
- strong community recognition

Adult Education Tutorial Program
1615 Ogden Street
Denver, Colorado 80218 303/831-9556
Contacts: Georjean Toffoli, Administrative Assistant
Chris McFadden, Assistant Director
David Chandler, Curriculum Coordinator

Retention techniques

- phoning students when absent
- babysitting provided
- open entry/exit re-enrollment

Indicators of program's success

- large number of students enrolled annually
- satisfaction evidenced by 300 volunteers who teach the adults
- staff stability and satisfaction
- excellent reputation at the city, state, and national levels

Right to Read of Weld County, Inc.
1211 A Street
Greeley, Colorado 80631 303/352-9477
Contact: Mary Willoughby, Director
Katherine Bauer, Assistant Director

Retention techniques

- more and better supervision and training of teachers which implies higher ratio of paid staff to volunteer staff

Indicators of program's success

- 24% of student referrals come from other students; 15% by volunteer tutors; 32% from local agencies
- last year, 78% of students who stayed with the program improved one or more grade levels
- record of student achievements that have direct community impact -- last year, 55% found work, received GED certificates, received driver's licenses, or enrolled in community college

Jefferson County Adult Education
10801 West 44th Avenue
Wheat Ridge, Colorado 80033 303/422-2387
Contact: Rosemary Casey, ESL Program Coordinator

Retention techniques

- student follow-up; calling students when they have missed several sessions

Indicators of program's success

- test results and "gut feelings" -- knowing the student and watching the progress
- volunteers use anecdotal records to focus on social and personal growth
- check learning progress by using competency based materials

Community Adult Learning Laboratory (Project CALL)
First and P Streets, NW
Washington, DC 20001 202/673-7365
Contact: Cennie B. Young, Acting Program Coordinator

Retention techniques

- expanded orientation activities
- counseling
- follow-up counseling

Indicators of program's success

- improvement in students' test scores and performance levels
- number of students referred to the program by former students

Adult Basic Education (ABE) Program
Christina School District
83 East Main Street
Newark, Delaware 19711 302/454-2251
Contact: Hellmut F. Bab, Coordinator
Joanne Kelly, Head Teacher

Retention techniques

- receptive climate
- one-on-one counseling
- some students are paid for by other agencies or are in program by way of court referrals
- efforts are made to raise student self-concept

Indicators of program's success

- statistics
- waiting lists of students seeking entry into program
- student feedback

Adult Education
Flagler County School Board
P.O. Box 755
Bunnell, Florida 32010 904/445-3550
Contact: Colleen K. Watts, Adult Education Supervisor

Retention techniques

- teacher recruitment
- personal contact

Indicators of program's success

- verification by classroom contact and observation by program coordinator
- student and teacher feedback

"Community Volunteerism"
School Board of Levy County
P.O. Box 129
Bronson, Florida 32621 904/486-2169
Contact: A. Perry Geiger, Coordinator of Vocational & Adult Education

Retention techniques
- use of a tutor/sponsor system
- tutor/sponsor looks after student individually -- encourages student to stay in formal class, helps with homework, and gives encouragement as needed

Indicators of program's success
- each enrollee advanced at least one grade level in academics
- social skills areas -- 37% made some improvement, 29% good improvement, 32% much improvement
- good retention despite a lot of "old age illness"
- unanimous opinion of ABE students that best results from tutor/sponsor relationship was "moral support" given; tremendously important to them that someone cared

Adult Basic Education
701 South Andrews Avenue
Fort Lauderdale, Florida 33316 305/524-8006
Contact: Dr. Gay Outler, Resource/Recruiter

Retention techniques
- individualized education plans
- competency based adult basic education curriculum
- English for speakers of other languages curriculum
- group and individual counseling
- diversified curricula
- thorough follow-ups

Indicators of program's success
- validated by the large number of students who enroll in GED classes or training programs
- large number of students obtain employment or receive job promotions as a direct result of being enrolled in program

Adult Literacy League
P.O. Box 90
Orlando, Florida 32802 305/299-500, ext. 3265 (Mon., Tues., & Wed.)
Contact: Flo Nelson, Program Director

Retention techniques
- preplacement interview
- commitment "contract" with tutor
- quarterly follow-up

Indicators of program's success
- longevity in community (16 years)
- out-reach program in state; 12 new literacy councils established in Florida; 13 workshops conducted in communities without trainers
- financial backing from State through Valencia Community College
- active board of directors -- 30 members
- average of 105 students per year

Adult General Education
Orange County Public Schools
434 North Tampa Avenue
Orlando, Florida 32809 305/422-3200, ext. 518
Contact: Ronald D. Froman, Senior Administrator

### Retention techniques

- high interest, low-reading level curriculum provided for students
- after three classes are missed, teacher calls to inquire about absences
- individualized instruction and volunteer tutors provided, if necessary

### Indicators of program's success

- an exit interview with students give best data for knowing program works; goals that are achieved (or not) are discussed; teacher evaluation is discussed; student evaluation is reviewed

Sarasota County Adult Basic Education Program
4748 Bentua Road
Sarasota, Florida 33583 813/924-1365
Contacts: Claude Neyman, Program Director
Patricia Sawyer, Department Chairman

### Retention techniques

- good teachers

### Indicators of program's success

- program is growing
- students and teachers enjoy programs
- student success after leaving program
- 95% of students pass GED

Adult Basic Education Program at Aiea Community School
98-1278 Ulune Street
Aiea, Hawaii 96701 808/487-3657
Contact: Kiyoko Oshiro, Registrar

### Retention techniques

- teachers telephone absentees

### Indicators of program's success

- student advancement in reading -- from non-reader to ABE 8th grade level
- 34 eighth grade certificates earned by students
- stable faculty of 9, with average of 7 years of service
- strong administrative support for ABE program

Hawaii Adult Basic Education Program
595 Pepeekeo Street, H-2
Honolulu, Hawaii 96852 808/395-9451
Contact: Noboru Higa, State Director, Adult Basic Education

Retention techniques
- improving curriculum
- teacher conferences
- improved scheduling

Indicators of program's success
- information not available

General Education Mastery Program
Waipahu Community School for Adults
94-11211 Farrington Highway
Waipahu, Hawaii 96797 808/617-7176
Contact: Fred Murata, Director
Robin Hermance, Lead Teacher

Retention techniques
- teacher follow-up call to express concern after student misses two sessions
- students accepted at their achievement levels, no put-downs; building self-image is foremost

Indicators of program's success
- student evaluations at end of each semester reveal that GEM is a viable program
- students bring friends they know will benefit from program
- students talk positively about the GEM progam to school administrators

Lawrence Adult Center
101 East Laurel
Springfield, Illinois 62704 217/525-3144
Contact: H. Jack Pfeiffer, Principal
Judith Rake, GED Instructor

Retention techniques
- individual attention
- personal contact after absence of five consecutive days
- provide services -- child care and transportation
- retention worker provided for public aid recipients

Indicators of program's success
- number of people who achieve GED certificates (316) or significantly increase reading and math levels
- number of students who become employed as a result of academic and vocational training
- continued support of state and federal agencies for funding purposes
- students communicate to staff and news media about how program has affected their lives

Monroe County Community School Corporation Adult Education Program
315 North Drive
Bloomington, Indiana 47401 812/339-3481
Contact: Ann P. McDermott, Adult Education Coordinator

Retention techniques

- individualized diagnostic/prescriptive curriculum
- training staff

Indicators of program's success

- average student progresses one grade level for every 30 hours of instruction
- students continue to attend through completion of academic goals
- students refer other students to the program

Baker Adult Basic Education Center
West Central Joint Services
8650 West Washington Street
Indianapolis, Indiana 46231 317/248-8616
Contact: Ruth Huffman, Adult Basic Education Coordinator

Retention techniques

- every effort is made to contact students to assess cause of withdrawal -- telephone, letters, agencies, and counselors

Indicators of program's success

- students general approval of the program, their length of stay, their completion of objectives, their return to the program when need arises
- staff has deep commitment to the program, their length of stay with the program, their continual pursuit of excellence demonstrated by participation in additional training in ABE
- community has given the program and staff awards and commendations, and their support of the program

Marshall County Adult Basic Education
400 West Garro Street
Plymouth, Indiana 46563 219/936-3910
Contact: Becky Kreighbaum, Teacher/Coordinator

Retention techniques

- follow-up calls, visits, and cards

Indicators of program's success

- students pass GED
- students learn to read
- students get jobs

Portage Adult Education
5391 Central Avenue
Portage, Indiana 46368 219/762-1022
Contact: Kenneth H. Woodruff, Director of Adult Education
Linda O'Brien, Assistant Director of Adult Education

Retention techniques
- short-term goals
- successful experiences
- volunteers
- counseling and follow-up

Indicators of program's success
- 1,500 Adult Basic Education students and 2,500 Adult Secondary Education students
- retention rate 71%
- FY 1982-83 -- 200 high school graduates, 368 GED graduates, 113 achieved 8th grade level, 179 went on to further education/training, 163 obtained jobs
- students say program works -- in newspaper articles, friendly letters of appreciation, passing word on to new perspective students

Adult Literacy Council
Ashland Public Schools
1420 Central Avenue
Ashland, Kentucky 41101 606/329-9777
Contact: Suzanne Hyre, Literacy Coordinator

Retention techniques
- coordinator is anchor for volunteers and students; provides follow-up
- student retention -- key to success -- is discussed thoroughly in training session

Indicators of program's success
- program not as yet a year old so no students have completed it, but tremendous feedback from students and volunteers
- good student and volunteer retention
- organized, credible program that is recognized in the community

Jefferson County Adult Reading Program
4409 Preston Highway
Louisville, Kentucky 40213 502/456-3400
Contact: Susan Paull, NDN Disseminator/Trainer

Retention techniques
- focus all components of program (recruitment, staff training, - instructional design) on the objective of meeting individual student needs

Indicators of program's success
- 76% student retention rate
- students gained an average of 1.6 years reading grade level in 80 hours of instruction
- data collected over 6 years of program operation indicate high levels of student achievement in non-academic areas as well as academic areas
- community involvement has increased (volunteers, donation of facilities, media attention)

SAD #9 Franklin County Adult Basic Education
Tutorial Program
P.O. Box 643
15 Middle Street
Farmington, Maine 04938 207/778-3460
Contact: Claude Vachon, Director

Retention techniques
- flexible hours for those who work

Indicators of program's success
- singled out as model program; other educators interested in program
- 98% home-based tutorial instruction; 72% targetted at least educated
- Director chosen as Adult and Community Education Director of the Year (1981)
- acclaimed for extensive staff development program
- student instruction hours increased from 8,898 (1981) to 26,119 (1983-84)
- wide network of agency contacts
- strong reputation for caring for the people it serves

Lewiston Adult Education
156 East Avenue
Lewiston, Maine 04240 207/784-8990
Contact: Nancy C. Gordon, Assistant Director

Retention techniques
- good follow-up system

Indicators of program's success
- student achievement
- students refer friends and relatives
- students tell us they are pleased
- positive feedback from the community

Portland Adult Community Education (PACE)
Intown Learning Center
68 High Street
Portland, ME 04103 207/780-4215
Contact: Kathleen Lee, Coordinator Adult Basic Education

Retention techniques
- reading classes with beginning and ending dates
- attendance expectations
- relaxed atmosphere
- variety of classes
- periodic review
- students' self-esteem developed

Indicators of program's success
- number of successful GED completions and high school diploma graduates remain fairly constant
- student comments about the program
- consistent enrollment
- referrals by agencies and students
- competency measures indicate progress to higher level classes
- need to institute more advanced reading and English classes

MSAD 24 Adult Education
29 Poplar Street
Van Buren, Maine 04785 207/868-5793
Contact: Richard D. Madore, Director of Adult/Community Services

Retention techniques

- consultation with the director who tries to show student he cares

Indicators of program's success

- students are happy and achieve
- continued re-enrollment of adults in the program
- adult education is a way-of-life in this town
- positive feedback from students

Quincy School Community Council Adult ESL
885 Washington Street
Boston, Massachusetts 02111 617/426-0628
Contact: Richard Levy, Program Coordinator

Retention techniques

- flexible scheduling
- individualized tutoring
- students who temporarily drop out out program have the option to return

Indicators of program's success

- high demand -- 400 on waiting list
- high attendance -- 90%
- low dropout rate
- semester end evaluations show consistent student progress
- formal and informal student evaluations
- outside accomplishments -- number of students entering job training and advanced ESL programs; getting first jobs, citizenship, driver's licenses, etc.

Adult Basic Program
76 Congress Avenue
Chelsea, Massachusetts 02150 617/884-2758
Contact: Barbara E. Evans, Director

Retention techniques

- if students cut 10% of classes they are dropped from program (ESL classes)

Indicators of program's success

- number of GEDs completed
- number of people who learn enough English to secure jobs
- number of people who improve academic skills enough to secure jobs
- student feedback

Lowell Adult Education Program
Kirk Street Entrance, Lowell High School
Lowell, Massachusetts 01852 617/458-9007
Contact: Frederick Assad Abisi, Director of Adult Education

Retention techniques

- continuously try to recruit students back into program

Indicators of program's success

- educated 200 adults with 20 GED graduates in 1977 -- in 1983 educated over 1,400 adults, 376 GED graduates, 55 adult diplomas, 220 ESL certificates
- growth from three programs in 1977 to 12 programs in 1983
- level of funding from Lowell Publc Schools has increased 800% since 1977

Somerville Center for Adult Learning Experience (SCALE)
99 Dover Street
Somerville, Massachusetts 02144 617/625-1335
Contact: Ruth E. Derfler, GED/ADP Lead Teacher
Walter Pero, Lead Counselor

Retention techniques

- small classes
- day/evening schedules
- individualized tutoring when needed
- adequate counseling

Indicators of program's success

- number of returning students each year who have moved from lower level to higher in ABE, ESL, etc.
- number of students successfully completing GED tests (237) or adult diploma program (47 in 1983)
- number of students who are referred by other students or graduates
- large numbers waiting to be served by our programs

Metro-North AB/CE (Anoka-Hennepin District #11)
11289 Hanson Boulevard, NW
Coon Rapids, Minnesota 55433 612/755-8220, ext. 237
Contact: Bernell Fedje, Coordinator, Adult Basic/Continuing Education

Retention techniques

- individualized learning
- well-chosen instructors
- instructor support and inservice groups

Indicators of program's success

- satisfaction of an industry that hires us to retrain their workers who need basic skills; they also requested our help in designing improvements in their total training program
- increased participation in program
- reduced dropout rate
- number of very low-level learners (target population) entering and staying in program

Adult Basic Education (ABE/GED)
Department of Elementary & Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102 314/751-3504
Contact: Elvin D. Long, Director of Adult Education
Wilma J. Sheffer, Supervisor, Adult Education

### Retention techniques

- volunteer training
- peer tutors
- personal contact and concern
- students actively involved in ABE
- students experience "success" every day

### Indicators of program's success

- evaluations include checklists for plan compliance which encompass major program operations
- program director and state supervisory personnel check program reports of contact hours, teacher paid hours, student folders which document intake and progress
- annual review of each local program
- students interviewed during evaluations, teachers contribute with reports and written/verbal suggestions
- more management by objectives is being implemented each year

Helena Adult Learning Center
529 North Warren Street
Helena, Montana 59601 406/442-2671
Contact: Patrick O'Leary, Supervisor

### Retention techniques

- our problem is trying to service the people who walk in the door, with the staff available

### Indicators of program's success

- students like us and we like them
- GED rate is over 90%
- students find employment or better jobs
- students advance to and succeed at vocational-technical schools and other institutions
- some students simply attend year after year

Adult Learning Center
Alliance City Schools
1450 Box Butte
Alliance, Nebraska 69301 308/762-1580
Contact: Lonnie Sherlock, Director of Adult and Community Education
Georgia Overstreet, Director of Adult Learning Center

Retention techniques
- provide a relevant program
- teacher follow-up
- workshops
- field trips

Indicators of program's success
- students in high school completion
- students going on to higher education
- students obtaining employment or securing better jobs
- students become an active part of community
- students become citizens

Union County Regional Adult Learning Center
David Brearley Regional High School
Monroe Avenue
Kenilworth, New Jersey 07033 201/272-4480
Contact: Carole Beris, Adult Learning Center Supervisor

Retention techniques
- tremendous efforts -- telephone calls, letters, etc.

Indicators of program's success
- careful follow-up of students
- "model" center; we are asked to share our techniques with others in the state

Adult Learning Centers/Great Neck Public Schools
105 Clover Drive
Great Neck, New York 11021 516/482-8650, ext. 616
Contact: Elizabeth Buckley, Director

Retention techniques
- well coordinated guidance follow-up system

Indicators of program's success
- number of students who successfully find employment
- number of referrals from former and current students
- continuing local, state, and federal support despite massive cutbacks
- number of students who pursue higher education
- comparative observation of similar programs locally and nationally

Project GRASP
Southern Adirondack Educational Center, BOCES
Dix Avenue
Hudson Falls, New York 12839 518/793-7721, ext. 212 or 224
Contact: Carol E. Bartlett, Coordinator of Continuing Education

Retention techniques

- phone call to students
- contact agency referring students
- letters to students

Indicators of program's success

- students tell us they like the program
- GED diplomas are earned
- New York State has sponsored replication of this program in 14 sites
- enthusiastic agency reports

"New Horizons"
Oceanside Community Education
School #4, Community Activities Building
Oceanside Road
Oceanside, New York 11572 516/678-6572
Contact: Gayle Bashner, Coordinator/Instructor

Retention techniques

- phone calls
- follow-ups
- individualization

Indicators of program's success

- low dropout rate
- feedback from students who have completed program

White Plains Literacy Program
Rochambeau School
228 Fisher Avenue
White Plains, New York 10606 914/997-2344
Contact: Elliot Lethbridge, Assistant Director of Adult Education
Ann Serrao, Supervisor of Instruction

Retention techniques

- relevant instruction
- supportive counseling -- job matching

Indicators of program's success

- by virtue of the program achieving academic and economic goals set at beginning of school year

State Adult Education Progams
Department of Public Instruction
Bismark, North Dakota 58505 701/224-2393
Contact: G. David Massey, State Director for Adult Education

Retention techniques
- personal follow-up
- referral system

Indicators of program's success
- information not available

Adult Learning Center
Bismark Public Schools
1107 South Seventh Street
Bismark, North Dakota 58501 701/255-3550
Contact: Doug Johnson, Director

Retention techniques
- none yet, but working on a questionnaire to send to students who did not complete educational plans

Indicators of program's success
- number of graduating students
- more students enrolling each year
- waiting list for daytime JTPA and Displaced Homemaker programs

Elyria City Schools Adult Basic Education Program
Maplewood Administration Center
2206 West River Road
Elyria, Ohio 44035 216/324-7500, ext. 340
Contact: Wilbur P. Bogner, Director of Adult Basic Education
Julia Kearney, Coordinating Teacher

Retention techniques
- group instruction with some individualization/counseling
- home follow-up by staff after several absences
- personal attention and care by staff
- curriculum materials
- teaching methods/atmosphere
- specific teachers who inspire, care, and encourage students

Indicators of program's success
- 84% of students taking the T.A.B.E. test (post-test) scored 1.5 increase or better in mathematics; 81% showed a 1.5 increase in reading
- decrease in dropout rate indicates satisfaction with learning -
- increase in number of adult participants

Adult Basic Education, Southwestern City Schools
2975 Kingston Avenue
Grove City, Ohio 43123 614/875-2318
Contact: Gail Morgan, Coordinator

Retention techniques

- attempt to give immediate success every time
- call if student stops coming
- let student know we care and are concerned

Indicators of program's success

- increase in reading skills
- regular attendance and successful passing of tests at the end of the Laubach skillbook
- students return each year if goals haven't been met
- high passing rate of GED test takers

London Adult Basic Education
60 S. Walnut Street
London, Ohio 43140 614/852-5700 or 852-9843
Contact: Nancy Barber, Director/Teacher

Retention techniques

- personal contact when possible
- letters

Indicators of program's success

- student conferences; their feelings and evaluations
- community agencies making referrals
- student evaluation
- observations by Advisory Committee members

Marion City Schools, ABE
910 East Church Street
Marion, Ohio 43302 614/387-3300
Contact: Edward L. Bell, Director
Jeff Raynor, Teacher

Retention techniques

- establishment of a volunteer tutorial program for non-readers

Indicators of program's success

- success of students
- many students bring their friends and family
- waiting list of potential, non-reader students

Scioto Valley-Southeastern Ohio ABE Program
P.O. Box 600
Piketon, Ohio 45661 614/289-4033
Contact: Max W. Way, Assistant Superintendent, Scioto Valley Schools
and Director of Adult Education

Retention techniques
- improve staff interaction
- flexible scheduling
- site location
- some home instruction

Indicators of program's success
- three-year demonstration project related to comparison of ABE delivery services provided data concerning program services, staff selection and training materials, asssessment, etc.
- current programs flexible enough to meet individual and community needs
- data gathered annually on student population indicates high level of success:
  - -- increased student enrollment
  - -- 223 students successfully completed GED test
  - -- 84 students gained new employment
  - -- 62 persons changed or were upgraded to a better job
  - -- 42 persons were removed from public assistance rolls
  - -- 79 students entered higher education or job training programs
  - -- many other students met their personal goals and indicated they felt better equipped to meet the problems they face in their daily lives
- highly dedicated and competent staff, outstanding support and service from local agencies, organizations, and others

Altus Adult Learning Center
Box 558
611 West Pecan
Altus, Oklahoma 73521 405/482-0367
Contact: Jerry R. Jacks, Director

Retention techniques
- contact by phone
- media reminders

Indicators of program's success
- information not available

Adult Basic Education
Lawton Public Schools
P.O. Box 1009
Lawton, Oklahoma 73502 405/355-7727
Contact: Howard Johnson, Director

Retention techniques

- sending postcards
- use of counselors
- awarding of certificates
- diagnostic testing

Indicators of program's success

- surveys
- student comments
- statistical data
- high enrollments
- number who show improvement on standardized tests

Adult Basic Education
Central State Hospital
P.O. Box 1007
Norman, Oklahoma 73070 405/329-7970, ext. 226 or 329/3405
Contacts: Stephen E. Sites, ABE Director
Carol A. Gasser Castro, ABE Instructor

Retention techniques

- referral of students to community programs to pursue education or training after moving/relocating

Indicators of program's success

- increased number of students wanting to participate
- increased applicants to GED program
- comments from students
- comments from referral sources
- class participation

Paul's Valley Adult Basic Education
301 North Chickasaw
Paul's Valley, Oklahoma 73075 4055/238-3596
Contact: Freeland Cudjoe, Assistant Superintendent of Schools

Retention techniques

- creating interest
- telephone and letter writing

Indicators of program's success

- many students find better jobs
- many students go on for further training
- some students have been removed from welfare rolls

Pryor Adult Basic Education Program
Box 548
Pryor, Oklahoma 74361 918/825-3509
Contact: Dewey Talley, Director of Adult Learning Center

Retention techniques
- carried out a special project and used paraprofessionals to recruit low level adults very effectively

Indicators of program's success
- since 1965, 8,698 students have enrolled in courses at adult learning center
- local communities are expressing interest in establishing ABE classes

Adult Basic Education
Tulsa Public Schools
P.O. Box 45208
Tulsa, Oklahoma 74147 918/743-3381, ext. 286
Contact: Arnold E. Stock, Director of Adult Education

Retention techniques
- use simplified subject matter books and pass them out at appropriate intervals

Indicators of program's success
- approximately 900 took GED test and 740 passed and received a certificate
- many ESL students have become proficient enough to secure good jobs

Summer Literacy Project
Education Extension Area
Department of Education
Hato Rey, Puerto Rico 00919 809/754-9211
Contact: Myriam Rodriguez de Lopez, Assistant Secretary
Carmen Marales, Assistant

Retention techniques
- flexible schedules
- individual tutoring

Indicators of program's success
- demand for service increases each year
- enrollment twice the original one
- post-test results indicate students make considerable progress in a six week intensive literacy program

Project One Teach One
Department of Education, Box 759
Urb. Industrial Tres Monjitas
Hato Rey, Puerto Rico 00919 809/754-1145
Contacts: Dalila Colon, Program Director
Joe Manuel Rosado, Program Supervisor

Retention techniques
- tutors are motivated to work with relatives, friends, and neighbors

Indicators of program's success
- considerable increase in enrollment in past year
- number of students promoted
- project is functioning island-wide

Adult Education Program
School District of Aiken County
P.O. Box 1137
Aiken, South Carolina 29802 803/648-1311, ext. 236
Contact: E. Owen Clary, Director of Adult Eduation

Retention techniques
- effective teachers and instruction

Indicators of program's success
- enrollment increase from zero students to around 1,500 in several years
- responses on follow-up letters
- public accord

South Carolina Adult Education Program
Office of Adult Education
1429 Senate Street, Room 209-A
Columbia, South Carolina 29201 803/758-3217
Contact: Walter Tobin, Director of Adult Education
Elizabeth Sawyer, Reading Supervisor

Retention techniques
- continuing counseling
- individualized instruction

Indicators of program's success
- Office of Adult Education staff have regular periodic visitation program for the purpose of providing consultant and technical service assistance

School District of Greenville County, Adult Education
206 Wilkins Street
Greenville, South Carolina 29605 803/232-2429
Contact: W.D. Taylor, Coordinator

Retention techniques

- ongoing counseling
- accurate records of student absences kept; personal notes or phone calls to students to inquire about absences

Indicators of program's success

- number of students enrolled and their successful completion of program
- follow-up data indicates the majority of these successful students enter institutions of higher learning, obtain employment, secure better jobs

Community Education and Adult Education
Dakota Junior High Vocational Building
6th and Columbus
Rapid City, South Dakota 57701 605/394-4043
Contact: Laura Bannon Ampleman, Community Education Supervisor

Retention techniques

- personal contacts by administrator and teachers

Indicators of program's success

- 98% success rate for GED preparation program
- evaluations indicate that program is successful

Dakota Plains Institute of Training
Box 128
Marty, South Dakota 57361 605/384-5403
Contact: Robert J. Burian, Executive Director

Retention techniques

- instructors know the students personally
- outreach instruction in homes -- individual instruction

Indicators of program's success

- each year we exceed our objectives
- program has GED graduates
- there are more students than we can serve
- evaluation verifies program's success

Adult Reading Program
Montgomery County Schools
P.O. Box 867
Clarksville, Tennessee 37040 615/647-5919 (home) or
615/647-5681 (office)
Contact: Kathleen W. Wilson, Coordinator

Retention techniques

- one-to-one tutoring arrangement
- obtain student commitment for a six-month program before starting

Indicators of program's success

- student enrollment increased from 40 to 98 last year
- average reading increase is one to two grades after 50 hours of instruction

Adult Reading Program
Carter County Superintendent's Office
Academy Street
Elizabethton, Tennessee 37643 615-542-6256
Contact: Linda Bowling, Adult Reading Coordinator

Retention techniques

- students take part in helping
- provide students with coffee, pencils, papers, folders, etc.
- try to make students feel good about themselves

Indicators of program's success

- students tell coordinator how well they are doing, what they have learned, what they are reading, and what they are doing now that they could not do before
- some students have secured jobs
- some students are in vocational schools
- volunteers feel good about their students

Collin County Adult Literacy Council
Allen Independent School District
Box 13
Allen, Texas 75002 214/5423-9401
Contact: Bob Outman, Allen ISD Community Education Director

Retention techniques

- program is student centered; the best way to assure this is "one-to-one" tutoring
- first need is to improve student's self-concept
- tutors need to be trained -- students will stay if they are progressing toward their goals
- instruction is individualized by
  - -- diagnosing where student is and what has kept him/her from progressing
  - -- prescription of student needs
  - -- tutor/student instructional relationship, follow-up by tutors and students
  - -- students know volunteers care about them
  - -- flexible time and place
  - -- no charge for classes/some charge for materials
  - -- confidentiality

Indicators of program's success

- objectives with measurable criteria are based upon identifying and changing the existing conditions to make it possible for adults to learn to read and write; follow-up evaluation by Literacy Council
- program evaluation through records, progress reports, tutor observation, student self-evaluation
- looking at total program and the evaluation of how well we are administrating, coordinating, training, recruiting, etc. is evaluated on objectives set with measurable criteria and program evaluation is based on meeting these objects; Literacy Council selects a sub-committee to perform this evaluation

Nueces County A.C.E. Cooperative
3902 Morgan
Corpus Christi, Texas 78405 512/888-8285
Contact: H.J. Tijerina, Coordinator

Retention techniques

- curriculum designed for individualized instruction incorporating ITV and APL approaches

Indicators of program's success

- students completing GED examinations complete an exit interview in which they point out good and bad parts of our program
- feedback from regular student body at weekly meetings with Student Advisory Board

East Texas Adult Education Cooperative
Rusk Independent School District
204 East Third Street
Rusk, Texas 75784 214/683-5623
Contact: Billy Watson, Director

Retention techniques

- graduation exercises, diplomas, and scholarships

Indicators of program's success

- has been in operation for 18 years
- positive results as to number of students served each year, number of student contact hours per year, average age, number who pass GED, number who secure better jobs or obtain employment

Adult Learning Center
3201 Lincoln
Texarkana, Texas 75501 214/792-9341
Contact: Carla Lacy, Assessor/Counselor

Retention techniques

- offering day and evening programs, as well as satellite programs

Indicators of program's success

- students obtain their GED and high school diplomas
- students enter other education programs or training programs
- students obtain employment or advance on their jobs

Wichita Adult Literacy Council, Inc.
301 Loop 11
Wichita Falls, Texas 76305 817/322-6928, ext. 260
Contact: Karen Bembry Diekhoff, Director

Retention techniques

- reading interest survey
- longer, more personal initial sessions
- more support through initial stages
- strong verbal commitment from each student during an interview

Indicators of program's success

- periodically, tutors administer the San Diego Test and an Informal Reading Inventory
- other goals/accomplishments noted -- voted for first time, better job obtained, taking additional training
- changes in reading grade level evaluated relative to the number of contact hours required to produce those changes
- monitor attrition rate

Provo Adult High School
1125 North University Avenue
Provo, Utah 84604 801/373-6550, ext. 274
Contact: Jeraldene Swalberg, Director of Adult High School
Ronald E. Riding, Director of Community Education

Retention techniques

- in-home tutoring
- flexible scheduling
- baby sitting
- bus transportation

Indicators of program's success

- foreign students are passing TOEFL exams
- students are accepted in colleges
- students are securing jobs
- students are passing competency exams
- students are passing GED exams

Sperry/Community Education High School Completion
233 West 200 North
Salt Lake City, Utah 84103 801/363-4476
Contact: Edward O. Salisbury, Director of Community Education Services

Retention techniques

- followup phone calls
- individualized intruction
- pacing of student's work

Indicators of program's success

- large number of participants graduate and go on to school or advance in their jobs
- comments and feedback from participants, families and other company employees
- participants who begin and drop out, return at a later date, re-enroll and graduate; they tell us how happy they are to be able to come back

Day Adult Education
Box 6640
Charlotte Amalie, St. Thomas
Virgin Island 00801 809/774-6899
Contact: Charles Rogers, Coordinator
Martha Herby Counselor

Retention techniques

- individualized instruction
- counseling
- field trips and speakers

Indicators of program's success

- by the number of students who pass the GED and the number who are promoted
- by the number of students who continue their education with the program

Fairfax County's External Diploma Program
Annandale Adult Center
4700 Medford Drive
Annandale, Virginia 22003 703/750-2693
Contact: Florence Harvey, Coordinator

Retention techniques
- letter to remind students that the learning centers are open again
- letter to ask if they are still interested or do they want to be terminated after one-year inactivity

Indicators of program's success
- graduate evaluations
- 100% of participants report increased self-esteem

Career Development Center
North Central Technical Institute
1000 Campus Drive
Wausau, Wisconsin 54401 715/675-3331, ext. 413
Contact: Lois Gilliland, Career Development Supervisor

Retention techniques
- initially, spending more time with student

Indicators of program's success

- feedback from returning students
- number of students who obtain GED, increase grade levels, enter occupation programs, get jobs, or other positive results

Adult and Community Education
Wyoming Department of Education
247 Hathaway Building
Cheyenne, Wyoming 82002 307/777-6228
Contact: Llyod Kjorness, Coordinator of Adult and Community Education

Retention techniques
- personal contact by teacher

Indicators of program's success
- observed progress of students during evaluation visits
- number of GED tests administered and passed
- annual reports

Vocational Education Special Projects
San Mateo County Office of Education
333 Main Street
Redwood City, California 94063 415/363-5439
Contact: Joe Cooney

Retention techniques
- counseling prior to instruction
- counseling support when in training
- development of long term goals

Indicators of program's success
- adult clearly identifies the value and potential untility of skills learned in relation to an adult life role and work

Area Vocational Program
602 East 64th Street
Denver, Colorado 80229 303/289-5931
Contact: Wanda M. Dingwall, Director

Retention techniques
- more careful prescreeing
- individual attention

Indicators of program's success
- job placements
- GED completions

Adult Basic Education
Aetna Institute for Corporate Education
151 Farmington Avenue
Hartford, Connecticut 06156 203/727-4322
Contacts: Harold Fischer, Consultant
Burton L. Schewitzer, Consultant

Retention techniques
- program still new so no information available

Indicators of program's success
- post tests indicate learning increased
- student enrollments have increased
- student evaluations reveal positive responses

70001 Ltd.
600 Maryland Avenue, SW
West Wing, Suite 300
Washington, DC 20024 202/484-0103
Contacts: Max Elsman, Director of Communications
Jewell Ginyard, Educational Specialist

Retention techniques
- systems of student recognition
- individualization

Indicators of program's success
- over 20% of participants earn GEDs

Hammond Adult Basic Education
Area Career Center
5727 Sohl Avenue
Hammond, Indiana 46320 219/932-0504
Contact: Steven E. Watson, Director of Extended Programs

Retention techniques
- careful orientation
- daily attendance follow-up phone calls
- special attendance arrangements
- student involvement

Indicators of program's success
- overall growth in program; more than doubled in last 1-1/2 years
- significant increase in student contact hours
- GED completions; 158 this year, almost all started at lower levels
- student surveys; administered an informal questionnaire
- input provided by several local agencies
- follow-up results

Indiana Vocational Technical College
310 North Meridian
Lebanon, Indiana 46052 317/482-6906
Contact: Karen C. Martin, Coordinator of Adult Basic Education

Retention techniques
- follow-up of students who stop attending

Indicators of program's success
- number of participants who pass the GED

Sprague Electric Company Educational Sponsorship Program
Sprague Electric Company
Sanford, Maine 04073 207/324-4140
Contact: Coco J. Hirstel, Employment Manager

Retention techniques
- supervisor interest
- constant reassurance from company

Indicators of program's success
- many employees received GED certificates
- many employees have gone on to college and technical schools
- many in ESL program have learned to speak, read, and write English

Harbor City Learning Center
4801 Liberty Heights Avenue
Baltimore, Maryland 21207 301/396-0093
Contact: Gary S. Unfried, Principal

Retention techniques
- contract/work/allowance

Indicators of program's success
- number of students who graduate, pass to next grade, and secure employment

Catonsville Occupational Training Center
5621 Old Frederick Road
Cantonsville, Maryland 21228 301/788-5611
Contact: Rae Shalowitz, Basic Skills Instructor

Retention techniques
- personal interest
- contact by phone, etc.
- student support

Indicators of program's success
- job placement
- GED diplomas
- college attendance

Jobs for Youth-Boston, Inc.
312 Stuart Street
Boston, Massachusetts 02116 617/338-0815
Contact: David J. Rosen, Director of Educational Services

Retention techniques
- close student contact
- caring teachers
- structured and demanding attendance policy

Indicators of program's success
- numbers of "clients" placed in jobs
- numbers of "clients" expressing satisfaction in annual evaluation of education program
- evidence of competencies obtained

Industrial Fair Break
Magnetic Peripherals, Inc.
Control Data
6740 Shady Oak Road
Eden Prairie, Minnesota 55344 612/828-7474
Contact: Carol Fairbrother, Coordinator

Retention techniques

- during intake interview student gives verbal commitment to participate and attend everyday; expectations very clear and strong to assure follow through

Indicators of program's success

- employees feel better about themselves; have more self confidence, have accomplished a goal, have a successful experience
- 15 have completed GED, others still working on Plato or thru community based education
- managers have seen positive changes in their employees; better attitudes, fewer errors on job, contribute more to team effort
- job advancement opportunites
- career exploration

ESL Ten-Week Program
Minnesota Mutual Life Insurance Company
400 North Robert Street
St. Paul, Minnesota 55101 612/298-7812
Contact: Anne M. Budroe, Training & Development Specialist

Retention techniques

- information not available

Indicators of program's success

- evaluation results
- feedback from the participants' supervisors and tutors
- verbal progress of the students

Adult Basic Education
Missoula Vocational Technical Center
909 South Avenue West
Missoula, Montana 59801 406/721-1330
Contact: Susan B. Martin, Adult Learning Center Chairman

Retention techniques

- follow-up on absences
- home tutoring
- telephone teaching

Indicators of program's success

- number who successfully accomplish their stated objectives
- follow-up data from former students

Modern Business Writing
Mutual Benefit Life Insurance Company
520 Broad Street
Newark, New Jersey 07101 201/481-7019 or 7098
Contacts: Christine Ertle, Senior Management Development Specialist
Diane Chicko, Employee Development Specialist

Retention techniques

- particpants attend during work hours

Indicators of program's success

- improvement seen during the course

Clerk Typist Training Program at Prudential Insurance Company of America
Newark Private Industry Council, Inc.
32 Green Street, Room 213
Newark, New Jersey 07102 201/624-7990
Contact: Josephine B. Janifer, Director

Retention techniques

- "needs based" payment
- free lunch
- company identity
- promise of employment

Indicators of program's success

- high percentage of job placement
- type and level of jobs secured are meaningful with promotion potential
- participants are successful in passing private sector employment testing

Adult Basic Education/GED
Upper Valley Junior Vocational School
8811 Career Drive
Piqua, Ohio 45356 513/778-1980, ext. 238
Contact: Fran Holthaus, Coordinator

Retention techniques

- information not available

Indicators of program's success

- students refer others to program
- student comments
- GED graduates
- student progress
- students secure employment or succeed in other training programs
- student self-concept raised

Adult Basic Education
Salt Lake Skills Center
431 South 6th East
Salt Lake City, Utah 84105 801/531-9310, ext. 343
Contacts: Don Gaillard, Coordinator
Marian Noble and Julie Van Moorhem, Instructors

### Retention techniques

- counseling
- demonstrating a caring attitude

### Indicators of program's success

- basic skills program raises reading level of students to those required by vocational training programs
- by pre-tests and post-tests on the GATES
- students' success in vocational training
- positive student attitude about program

Refugee Education and Employment Program
1601 Wilson Boulevard
Arlington, Virginia 22209 703/276-8145
Contacts: Inaam Mansoor, Director
Carol Van Duzer, Training Coordinator

### Retention techniques

- if refugees are on public assistance, they are required by law to be enrolled in program
- drop-out rate lower among tuition paying non-refugees

### Indicators of program's success

- received uniterurrupted funding since 1975
- 65% completion rate
- 79% promotion rate
- on a 90-day follow-up of students there was a 76% job retention rate

GOAL/English As A Second Language
Fox Valley Technical Institute
1825 North Bluemound Drive
Appleton, Wisconsin 54913 414/735-5692
Contact: Kay Chitwood, GOAL Program Manager

### Retention techniques

- competency-based, individualized instruction to meet individual needs

### Indicators of program's success

- number of GED completers (approximately 200 per year)
- continued increase in enrollment
- referral rate from other staff within institution
- high percentage of GOAL completers enrolling in vocational/technical programs
- continued requests from community for additional services

# COMMUNITY BASED PROGRAMS

Refugee Link Program
525 N. Seventh Street
Tempe, Arizona 85006 602/257-2900
Contact: Nancy Meyers, Coordinator

Retention techniques
- home visits by bilingual staff
- student suggestions for class materials, etc.

Indicators of program's success
- voluntary attendance by refugees
- students are able to communicate on their jobs and with the community as a whole
- feedback provided by voluntary agencies and other refugee service providers indicate refugees are better able to communicate and have more self-confidence during and after participation in Link program

Language Learning Centers
7400 E. Imperial Highway
Downey, California 90242-3375 213/922-7801

Retention techniques
- offer personal guidance and encouragement daily

Indicators of program's success
- 8,346 adults enrolled in Los Angeles County Public Library's Language Learning Centers in 1982/83
- increase in newsprint enrollment, average daily attendance, and enrollments in reference, circulation and tours
- success of six current programs has laid the foundation for 11 new LLC's in 1984
- former students refer others to the program
- acceptance and endorsement by the public

South Coast Literacy Council
505 Dartmoor Street
Laguana Beach, California 92651 714/494-1982
Contact: Don Vivrette, President

Retention techniques
- certificates for students who complete oral and written checkups
- send cards to students after two or three absences

Indicators of program's success
- teacher (tutor) testing of students
- oral tests
- Laubach Way to Reading checkups of acquired skills

Literacy Volunteers of America-Placentia Affiliate
411 East Chapman Avenue
Placentia, California 92670 714/528-1906
Contact: Suad S. Ammar, President

Retention techniques

- developed accountability system for both students and tutors

Indicators of program's success

- goal fulfillment
- community acknowledgement
- growth success stories -- two graduates recognized as "student of the month" at a local community college
- recommendations from students in the adult education program
- program is being evaluated through a grant

ATLAS (Academy for Teaching Literacy to Adult Students)
1054 Carson Drive
Sunnyvale, California 94806 408/735-1212 or 732-4355
Contact: Laura Keller, Coordinator

Retention techniques

- match tutor to student as soon as possible
- have tutors on board, ready to start
- phone follow-up to absentees

Indicators of program's success

- number of students retained over 3 months is increasing
- demonstration of competencies -- based on original students' goals and objectives
- state and federal recognition
- positive results from extensive use of volunteers; volunteers concerned and interested in students
- tutors and students recommend the program
- agencies refer students to the program

St. Stephen's Community House
91 Bellevue Avenue
Toronto, Ontario, Canada M5T2N8
Contact: Peggie Shek, ESL Coordinator

Retention techniques

- quality of teachers
- provide a good study environment

Indicators of program's success

- students' performance and achievements

Mi Casa Resource Center for Women
571 Galapago
Denver, Colorado 80210 303/573-1302
Contact: Cecelia Garcia, Educational Coordinator

Retention techniques
- follow-up
- orientation
- group identification
- pot-luck suppers
- individualized teaching

Indicators of program's success
- large number of students who attend class (two other sites in community closed down due to poor attendance)
- class continues to grow

Literacy Volunteers of Connecticut, Inc.
576 Farmington Avenue
Hartford, Connecticut 06105 203/236-5466
Contact: Julia Stone, Executive Director

Retention techniques
- improve tutor capability
- improve intake procedure

Indicators of program's success
- documentation of test results and student achievement goals -- may range from signing a name to obtaining employment

Community Action for Greater Middletown
CAGM Adult Learning Center
93 Broad Street
Middletown, Connecticut 06457 203/347-4465, ext. 49 or 27
Contact: Marina Melendez, Learning Coordinator

Retention techniques
- try to build motivation and confidence
- give students direction and new outlook on life

Indicators of program's success
- the demand is greater than last year
- more students take and pass GED test now than in previous years

Literacy Volunteers of Greater Norwalk
South Norwalk Branch Library
10 Washington Street
South Norwalk, Connecticut 06854 203/853-7437
Contact: Stephanie B. Ross, Director

Retention techniques

- provide follow-up for dropouts
- provide backup to tutors on a monthly basis to find out if there are problems

Indicators of program's success

- for some clients, the fact that they come to tutoring sessions is evidence of success
- students achieve certain goals, i.e., using the telephone, getting a better job, etc.

Literacy Volunteers of Stamford
c/o The Ferguson Library
96 Broad Street
Stamford, Connecticut 06901 203/964-1000
Contact: Suzanne R. Rider, Executive Director

Retention techniques

- closer tutor contact
- learners establish short-term instead of long-range goals

Indicators of program's success

- students reach their goals
- students advance in reading grade level
- some students secure employment for the first time and/or upgrade level of their jobs

Literacy Volunteers of Greater Hartford
60 Hamlin Drive
West Hartford, Connecticut 06116 203/523-5841
Contact: Morris H. Hurwitz, Board Chairman

Retention techniques

- a recognition dinner
- matching students with an appropriate tutor as soon as possible

Indicators of program's success

- check learner progress
- students progress to Adult Basic Education in the school system
- many students secure better jobs as result of learning to read

Push Literacy Action Now (PLAN, Inc.)
2311 18th Street, NW
Washington, DC 20009 202/387-7775
Contacts: Michael Fox, Executive Director
Marcia Harrington, Education Director

Retention techniques

- selective acceptance
- group instruction
- effective teaching
- student involvement at all program levels including the Board of Directors
- "family" approach
- peer reinforcement activities

Indicators of program's success

- student satisfaction in meeting objectives
- grade level advancement
- number of positive learner completions and learners referred for advanced training
- volunteer satisfaction
- low dropout rates
- positive public relations and increased community awareness of program
- increased Board member and non-teaching volunteer commitments
- annual increases in financial and in-kind resources
- volunteer and student feedback

Learn to Read, Inc.
118 E. Monroe Street
Jacksonville, Florida 32202 904/353-0288
Contact: Sara Hurdle, Executive Director

Retention techniques

- information not available

Indicators of program's success

- many students reach their goals
- students secure employment
- the cycle of family illiteracy is broken

Adult Refugee ESL/VESL Project
8434 Avenue C, Building 126
Orlando, Florida 32812 305/857-2553
Contact: Sheila Smith, Specialist

Retention techniques

- students referred by social service agencies are required to attend ESL classes
- many employers give bonuses to students who complete ESL

Indicators of program's success

- students secure and maintain employment

Alternate Schools Network
1105 W. Lawrence #210
Chicago, Illinois 60640 312/728-4030
Contact: Jack Wuest, Director

Retention techniques

- personal contact with learners
- small classes
- neighborhood based program

Indicators of program's success

- positive feedback from students
- test scores
- some students secure employment; some go on to college
- CCP has built-in evaluation of student progress

Literacy Volunteers of Chicago
207 S Wabash Avenue, Eighth Floor
Chicago, Illinois 60604 312/663-0543
Contacts: George Hagenauer, Director
Janice Conklin, Assistant Director

Retention techniques

- goal setting -- both short and long term

Indicators of program's success

- 795 students enrolled in program in 1983
- periodic meetings between tutor and student
- evaluation forms are handed out at each training session

English as a Second Language (ESL) Program
Elgin YWCA
220 E. Chicago Street
Elgin, Illinois 60120 312/742-7930
Contact: Gayle Strohmaier, Head Teacher

Retention techniques

- post cards and phone calls to students

Indicators of program's success

- positive student attitude
- number of students obtaining jobs and/or upgrading their jobs
- increased achievement test scores
- number of students returning to progress to higher levels of education

Literacy Volunteers of Central DuPage County
208 N. Williston Street
Wheaton, Illinois 60187 312/665-2629
Contact: Jeanne Burton, President

Retention techniques

- information not available

Indicators of program's success

- positive testimony of students
- student progress reports filed three times per year
- illiterate foreigners progress in Intensive English classes (2 hours/day, 4 days/week)

VITAL (Volunteers in Tutoring Adult Learners)
Monroe County Public Library
303 E. Kirkwood
Bloomington, Indiana 47401 812/339-2271
Contact: Audrey A. Armstrong, Coordinator

Retention techniques

- work towards goals set by learner and tutor together

Indicators of program's success

- learners make progress
- several students have passed GED tests
- students refer others to the program
- many participants have earned promotions at work
- some learning-disabled students have learned to handle their personal problems and can read
- tutors have benefitted from work as volunteer tutors

Ft. Wayne Literacy Council, Inc., Laubach Affiliate
910 Broadway
Ft. Wayne, Indiana 46802 219/422-5141
Contact: Marilyn Zollars, Chairperson

Retention techniques

- in pre-assignment interview student told to call interviewer if any problems arise

Indicators of program's success

- feedback from students
- students who dropout often return to the program because they feel they learned something
- former and present students refer new adults to the program

Shiloh Temple Adult Basic Education
P.O. Box 61
Harrodsburg, Indiana 47434 812/824-9337
Contact: Darlin S. May, Instructor

Retention techniques
- build confidence in students
- begin new activities

Indicators of program's success
- students keep returning
- students express favorable opinions about the program
- graduates might never have become involved in a GED program if the program did not offer this opportunity

Lafayette Adult Reading Academy
Lafayette School Corporation
604 N. Seventh Street
Lafayette, Indiana 47901 317/742-1595 or 742/0075
Contacts: JoAnn Vorst, Director
Mary Lucey, Assistant Director

Retention techniques
- system of goal clarification

Indicators of program's success
- students' self-report -- daily testimony of improved skills, enhanced self-esteem, plans for future, and job attainment
- Management of Instruction System -- this charts each student's behavior changes on a daily basis; each set of daily plans is a record of exactly what has been learned
- 58% of new recruits are by other students
- 90% of students achieve all or part of their goals
- local, state and national program recognition
- financial support from local businesses and agencies
- State Department of Public Instruction has given $50,000 research grant for Goal Attainment Scaling

FREE
Community Resource Center
215 S. Gordy
El Dorado, Kansas 67042 316/321-4030
Contact: Joy K. Choens, Director

Retention techniques
- follow-up of students
- peer support through teams

Indicators of program's success
- high success rate
- students recruit and/or recommend others to the program
- increase in ability of students to function in the world outside the classroom

Operation Read
1737 Russell Cave Road
Lexington, Kentucky 40505 606/293-1588
Contact: Karen D. Greene, Coordinator

**Retention techniques**

- attempt to establish helpful and sharing relationships between tutors and students and reading center coordinators
- attempt to reassign students if tutor pairing does not work

**Indicators of program's success**

- chosen as an exemplary program in Kentucky and Fayette County
- received 1984 Forum Award in Lexington as providing outstanding social service for the community
- asked to play a vital role in development of Kentucky Coalition for Literacy
- continued growth in both numbers of tutors and students involved in the program

Appalachian Adult Learning Center
Corner of Second and Tippett
Morehead, Kentucky 40351 606/783-2871

**Retention techniques**

- follow-up contacts with students
- snacks and coffee available on a "pay when you have money" basis

**Indicators of program's success**

- number of individuals obtaining GEDs
- number of referrals from former students
- former students keep returning for visits
- increasing number of illiterates who are beginning to read and "brag" about the program

Owensboro Adult Learning Center
1716 Frederica Street
Owensboro, Kentucky 42301 202/926-3569
Contact: Sue F[illegible]s, Director

**Retention techniques**

- love them
- find answers to babysitting and transportation problems

**Indicators of program's success**

- grade level gains
- improved personal appearance of students
- student attitude changes
- students have developed initiative and self-awareness
- students want to help their children with homework
- students recruit other adults for the program
- program participants plan to continue their education
- participants learn to use community resources

Plantation Education Program, Inc.
808 Jefferson Terrace #25D
New Iberia, Louisiana 70560 318/364-8716
Contact: Sister Alice Macmurdo, Coordinator/Teacher

**Retention techniques**

- ongoing evalaution of student's progress is the best form of motivation
- nothing succeeds like success
- meeting at regular intervals with tutors for sharing of learner struggles and successes
- inservice training of staff

**Indicators of program's success**

- non-readers learn to read
- increase in reading levels -- 1.2 grades for every 55 hours of tutoring and homework
- testimonies by students at our yearly celebration of progress -- adults feel good about their work and themselves

Operation Mainstream
936 St. Charles Avenue
New Orleans, Louisiana 70130 504/568-9622, Ext. 228
Contacts: Jackie Abreu, Program Executive
Olivia Birulin, Program Director

**Retention techniques**

- follow-up contact on one-to-one basis (tutor contact, area coordinator contact, central office contact)

**Indicators of program's success**

- many success stories; a student is attaining A's and B's at a local university; a student can now read Bible stories to his grandchildren and is a chaplain at his Masconic lodge; a student is now manager of a fast food restaurant; a student secured a job and has received two promotions
- change in attitude of hundreds of students from a narrow pessimistic vision to a positive attitude
- program satisfies students' goals

Literacy Council of Montgomery County, Maryland, Inc.
401 Fleet Street
Rockville, Maryland 20850 301/762-6800
Contact: Evamaria Hawkins, Program Director

**Retention techniques**

- information not available

**Indicators of program's success**

- enormous demand for tutoring
- student success stories reported to the program
- student referrals

Community Learning Center
614 Massachusetts Avenue
Cambridge, Massachusetts 02139 617/661-1781
Contact: Mark Hinderlie, Director

Retention techniques
- tough attendance requirements

Indicators of program's success
- test results
- high retention of students
- graduate feedback
- student referral evidence

Directions in Adult Learning
Education Center, Building 1728
Hanscom Air Force Base, Massachusetts 01731 617/861-2026
Contact: Pamela Cornell Buchek, Director

Retention techniques
- quality instruction
- dedicated teachers
- proven success
- support services
- follow-up on absences

Indicators of program's success
- student responses to evaluation
- students passing the GED exam
- high retention rate
- post-tests passed
- job successes

Literacy Council of Washtenaw County
c/o Ann Arbor Public Library
343 S. Fifth Avenue
Ann Arbor, Michigan 48104 313/482-5715
Contacts: Pat Frey, Tutor Trainer
Donna Debutts, Student-Tutor Coordinator

Retention techniques
- issue dictionaries to students at the completion of one year in the program

Indicators of program's success
- students entering at zero reading level, learn to read minimally at the end of one year
- greatest success with the complete non-reader; less success with individual seeking to improve at eighth grade level because program materials are not designed for that level

Minnesota Literacy Council
1524 West County Road, C2
St. Paul, Minnesota 55113 612/636-3499
Contact: Kathryn Poethig, Program Director

Retention techniques
- one-to-one tutorial situation
- student is given the opportunity to attend classes

Indicators of program's success
- subjective feedback -- students and volunteers promote program on their own time
- 899 basic literacy students and 1721 ESL students reported that their self-confidence increased

St Paul Literacy Project
270 N. Kent
St. Paul, Minnesota 55102 612/224-4601
Contact: Lorraine Loitz, Director

Retention techniques
- well designed intake interview
- tutor get-togethers to discuss problems before they become crises

Indicators of program's success
- program has grown from 132 students in 1980 to 2063
- receive referrals from 30 community agencies
- 70% of students stay in program for more than one year

Project Second Start
17 South Fruit Street
Concord, New Hampshire 03301 603/228-1341
Contact: Patricia A. Nelson, Program Director

Retention technqiues
- individualization
- on-going counseling
- trouble shooting

Indicators of program's success
- high retention rate
- students refer friends and relatives regularly
- agencies refer clients on a regular basis
- students who leave program before finishing eventually return
- students achieve goals
- excellent reputation in community

Adult Learning Center
4 Lake Street
Nashua, New Hampshire 03062 603/882-9080
Contact: Dorothy Oliver, Director

Retention techniques
- providing daycare and transportation
- open entry/exit format

Indicators of program's success
- increase (or decrease) in reading and math skills are documented
- students attain their goals

Focus on Literacy, Inc.
P. O. Box 504
Laurel Springs, New Jersey 08021 609/784-1113
Contact: Caryl Mackin-Wagner, Executive Director

Retention techniques
- make sure tutors do not force their opinions on students

Indicators of program's success
- 300 individuals involved in the program cheer us on even though money and materials are limited
- letters of support from both tutors and students
- several students progressed to GED or ABE classes

Literacy Volunteers of the Somerville Area
17 East Spring Street
Somerville, New Jersey 08876 201/725-5076
Contact: Alma C. Liotta, Coordinator

Retention techniques
- tutors motivate learners
- praise is readily given when deserved

Indicators of program's success
- tutors report learner's progress
- students reach their goals
- students recruit friends for the program

Literacy Volunteers of America, Ocean County, New Jersey
21 Pine Street
Toms River, New Jersey 08753 201/349-5323
Contacts: Irene Novins, Program Director
Phyllis Leonard, President of Board

Retention techniques
- skillful matching or rematching of students and tutors

Indicators of program's success
- students reach their goals
- feedback from students who have passed driver's test, received GED diplomas, been accepted in job training programs, achieved entrance to vocational-technical schools

Bank Street Basic Skills Academy
610 West 112th Street
New York, New York 10025 212/663-7200, ext. 427
Contact: Virginia Kwarta, Acting Director

Retention techniques

- developed evening program to support student involvement in the workplace
- support for increased academic skills, commitment to world of work, orientation and counseling, placement in job training program (Jobs for the Future)

Indicators of program's success

- 60-75% GED success rate for students enrolled in one cycle of the program
- significantly higher success rates for those remaining in the program for two cycles
- student feedback in both formal and informal student evaluations
- high placement rate of students referred to Jobs For the Future (JFF) for training programs indicates successful attainment and retention of acquired skills

Bronx Educational Services
3422 Bailey Place
Bronx, New York 10463 212/884-9797
Contact: Jon Deveaux, Executive Director

Retention techniques

- being very clear initially about what is required of the student and what will be accomplished in the program
- involvement of our students in the instructional program [illegible] BES and ultimately in their own education

Indicators of program's success

- evaluation/validation results; students made significant gains from pre- to post-tests on standardized tests
- the program has captured the interest of other educators
- waiting lists

Literacy Volunteers of New York City, Inc.
200 West 70th Street
New York, New York 10023 212/873-4462
Contact: Karen Griswold, Associate Director

Retention techniques

- pre-enrollment, four-session program enables prospective students to learn about the program and decide if it is right for them
- student liaisons -- two advanced students hired as VISTA volunteers support other students

Indicators of program's success

- data on reading score improvement
- currently distributing a questionnaire (designed by our evaluators) to determine student satisfaction with program
- informal feedback from students and tutors is generally positive
- continue to work with evaluators to improve our program as much as possible

Riverside Adult Learning Center
490 Riverside Drive
New York, New York 10027 212/222-5900
Contact: Anne Le Lan-Nguyes, Director

Retention techniques

- short-term programs
- tests to show learner progress

Indicators of program's success

- students who come into the program unable to speak or read English, are able to function in English after finishing the program

Literacy Volunteers of Rochester, Inc.
75 College Avenue
Rochester, New York 14607 416/473-7197
Contact: Norma Reckhow, President

Retention techniques

- students waiting for a tutor are routinely contacted to assure them they will be matched
- student are interviewed before tutoring begins
- students encouraged to call if problems develop in tutoring situation
- students are called by the interviewer three months after tutoring begins

Indicators of program's success

- students advance to adult continuing education classes or GED classes
- students receive promotions, driver's licenses, citizenship, etc.
- students make steady progress in various reading programs (basic skills and/or ESL)
- students reach personal goals

Literacy Volunteers of Schenectady
153 Nott Terrace
Schenectady, New York 12308 518/372-9819
Contact: Janice Rose, Program Coordinator

Retention techniques

- educating tutors to understand why some people make a commitment to learn and other do not
- demandhigh expectations from the first students; encourage behavior changes in students; encourage self motivation
- encourage communication between students and tutors
- lesson planning around student goals; students have input in planning
- evaluation interviews with students after 10 or more lessons have been recently inaugurated on a trial basis

Indicators of program's success

- information not available

Cuban/Haitian Entrant Program and Farmworkers English Language School
Box 33315, Migrant and Seasonal Farmworkers Association
Raleigh, North Carolina 27606 919/851-7611
Contact: Tito Craige, Director

Retention techniques

- staff go to participants' homes after work
- staff spend time helping out with personal problems

Indicators of program's success

- learner and teacher enthusiasm
- skill improvement on tests
- community interest and acceptance
- grantor interest; successful grantsmanship
- return of staffers and students year after year
- media coverage in newspapers and TV
- increase in job and community college placements

Project: LEARN
2238 Euclid Avenue
Cleveland, Ohio 44115 216/621-9483
Contact: Nancy Oakley, Director

Retention techniques

- provide bus tickets
- short-term contracts

Indicators of program's success

- students come in at low levels, progress through the program and learn to read
- positive student/tutor feedback, pre/post testing, and director's experience with students

Chester County Library Literacy Program
Chester County Library
400 Exton Square Parkway
Exton, Pennsylvania 19341 215/363-0884
Contact: AnnaMarie Fischer, Head of Adult Services
Barbara Howard, Head of Adult Literacy

Retention techniques

- individualized program for each student
- one-on-one tutoring
- frequent contact with and support of students and tutors

Indicators of program's success

- student gains show in high post-testing scores
- raise in level of student confidence
- students and tutors have recruited friends
- endorsement of program by students and tutors
- when incompatible personalities cause the termination of a student-tutor team, both usually prefer to remain in the program and to be reassigned
- some tutors accept more than one student
- tutors volunteer to help with workshops, newsletter, office work

Adult Literacy Project of Beaver County Federated Library System
1260 North Brodhead Road
Monaca, Pennsylvania 15061 412/728-5588
Contact: Nancy Woods, Project Coordinator

Retention techniques
- enchance learning process with relevant daily living skills

Indicators of program's success
- positive student feedback
- student goal attainment
- continued growth of program
- preceptions of student progress through feedback from other agencies
- increasing number of referrals from people who seek our services
- terrific cooperation received on a local, state, and national level

The Center for Literacy, Inc.
3723 Chestnut Street
Philadelphia, Pennsylvania 19104 215/382-3700
Contacts: Marilyn DeWitt, Executive Director
Jeanne Smith, Education Director
Rose Brandt, Counselor

Retention techniques
- addition of staff counselor to track student attendance and facilitate students who are experiencing difficulty
- curriculum development has aided student motivation and relevance of learning basic skills as an adult

Indicators of program's success
- student testimonies given at annual recognition event
- quarterly Board of Directors' reports with the education committee
- all students evaluated have shown increase in grade level, and/or specific skills development, and/or functional literacy goals achievement (i.e., reading driver's manual, Bible, newspaper, job application)

Reader Development Program
Logan Square
Philadelphia, Pennsylvania 19103 215/686-5346
Contact: Melissa Forinash Buckingham, Head

Retention techniques
information not available

Indicators of program's success
- provided books to 99 agencies working with adults who have low reading skills in FY '83
- distribute as many books as purchased
- quarterly meetings of user's group are well attended
- provide information about books and referral to local literacy programs and organizations
- cooperate fully with Mayor's Commission for Literacy; received compliments about our knowledgeability and service to the community

Lutheran Settlement House Women's Program
10 East Oxford Avenue
Philadelphia, Pennsylvania 19125 215/426-8610
Contact: Katherine Reilly, Director

Retention techniques

- strong student planning committee
- supportive services such as counseling, day care

Indicators if program's success

- a waiting list of 200-400 people
- students refer family members and relatives
- 25% of high school equivalency students received diplomas within one year and an additional 21% initiate testing within one year

South Carolina Literacy Association
815 Elmwood Avenue
Columbia, South Carolina 29202 803/256-0550
Contacts: Joan E. Harris, Executive Director
Theresa Britt, Admin. Secretary/Bookkeeper

Retention techniques

- information not available

Indicators of program's success

- number of students served increased from 4,021 in 1980-81 to 6,444 in 1983-84
- number of local literacy programs has grown from 28 in 1980 to 40 in 1984
- financial support from private sector has increased
- local United Ways are supporting 21 literacy councils (only four received support in 1980)

Institute for Community Education and Training
P.O. Box 1937
Hilton Head, South Carolina 29910 803/681-5095 or 681-2031
Contact: Gardenia White, Executive Director

Retention techniques

- transportation
- job placement
- job up-grade

Indicators of program's success

- three people who could not read on entering program are reading, writing, and computing
- 23 participants have secured jobs
- 2 participants have upgraded their jobs
- participants have more self-confidence and are better able to think and make their own decisions

Memphis Literacy Council
703 South Greer at Spottswood
Memphis, Tennessee 38111 901/327-6000 or 6001
Contact: Gay M. Johnston, Executive Director

Retention techniques
- genuine interest conveyed by volunteer tutors
- office staff checks each student by telephone during the year

Indicators of program's success
- enthusiastic reports from new learners concerning how their lives have improved
- referrals from former students encouraging others to enroll
- monthly progress reports from each volunteer tutor

Heart of Texas Community Education Co-op
805 South Eighth Street
Waco, Texas 76706 817/753-1546
Contact: Tom Ridlehuber, Director

Retention techniques
- scheduling classes at times and places most convenient to student
- some transporation is provided

Indicators of program's success
- large enrollment of students
- high percentage of students who complete the program

Adult/Community Education Coordinator
65 E. 400 N.
Price, Utah 84501 801/637-1732
Contact: Otilea D. Estrada, Coordinator

Retention techniques
- information not available

Indicators of program's success
- 98% of students taking Adult Education pass district competency examination
- students taking the GED test have a 95% success rate

Vermont Institute for Self-Reliance
Box 66
East Calais, Vermont 05650 802/456-8837
Contact: Gail Dowling, Coordinator

Retention techniques
- complete individualization -- programs tailored to student interests
- constant follow-up

Indicators of program's success
- 75% pass GED test or GED practice test
- letters from satisfied students
- student referrals -- no need to advertise or recruit

Literacy Council of Northern Virginia, Inc.
John Calvin Presbyterian Church
6531 Columbia Pike
Annandale, Virginia 22003 301/256-3444
Contacts: Jean Sweeney, Executive Director
Dayl Reid, Assistant Director

Retention techniques

- one-on-one tutoring
- better tutor support
- initial assessment of students, introducing them to materials that will be used
- telephone survey of students to discern any problems with tutoring situation

Indicators of program's success

- positive feedback from students -- surveys
- positive feedback from tutors -- reports
- support in community and by volunteers; in addition to the annual dues of $55.00, donations of $4,000 were received

Northern Virginia Reading Clinic, Inc.
7927 Jones Branch Drive
McLean, Virginia 22102 703/556-9180
Contact: Clifford Eichel, Director

Retention techniques

- make each client important

Indicators of program's success

- client's have growth of between 9 months to a year in test scores at the end of 25 hours of instruction

Whatcom Literacy Council
P.O. Box 1292
Bellingham, Washington 98227-1292 206/676-2104
Contacts: Marilyn Mauldi, VISTA Program Developer
Wilma Totten, Student/Tutor Coordinator
Tom Randall, Chairperson

Retention techniques

- flexibility in scheduling
- a variety of learning environments

Indicators of program's success

- students refer friends
- students complete specific goals, i.e. getting a driving license, etc.
- students have a more positive attitude about their ability to learn

Washington Literacy
107 Cherry Street, Suite 205
Seattle, Washington 98104 206/447-3623
Contacts: Annette Laico, Executive Director
Sarah Burroughs, Administrative Assistant
Dina Wills, Training Coordinator

Retention techniques

- development of guidelines and providing technical assistance to strengthen the council organization
- student support groups

Indicators of program's success

- number of tutors and students who express satisfaction with their efforts
- requests for books at a higher level by students and tutors reflect student progress

The Women and Family Refugee Project
South 121 Arthur
Spokane, Washington 99202 536/1303 or 1245
Contact: Susan McIntyre, Director

Retention techniques

- the tutors go into participants' homes and become family, friends and advocates

Indicators of program's success

- continued interest of students and individuals in the community
- continued requests by students for tutors to teach the ESL program
- attendance and monthly reports

Literacy Volunteers of the Eastern Panhandle
Martinsburg Public Library
Martinsburg, West Virginia 25401 304/267-8933
Contact: Therese M. Hess, Public Relations Coordinator

Retention techniques

- most dropouts come from agency referrals so we recruit in churches, homes, and from the general public

Indicators of program's success

- students' reading level increases
- students refer their friends to the program

Literacy Program of the Mary H. Weir Public Library
3442 Main Street
Weirton, West Virginia 26062 304/748-7396
Contact: Margaret Anderson, VISTA Volunteer-Literacy

Retention techniques

- wide selection of reading material available
- study help for subjects other than reading

Indicators of program's success

- other organizations (Job Service, CHANGE) use our program for their clients
- students who have completed program refer others
- both students and tutors say the program is worthwhile

# CORRECTIONS PROGRAMS

H.C. Tinsley School
Buena Vista Correctional Facility
Box R
Buena Vista, Colorado 81211 303/395-2418
Contact: Eric Brookens, Education Director

Retention techniques
- relevant materials
- individualized programs
- institutional support of program

Indicators of program's success
- few complaints from inmates
- positive comments from students
- occasional phone calls from ex-offenders thanking teachers
- 111 GED certificates granted 1982-83
- 50% of inmate population involved with program
- school has relaxed atmosphere and few fights occur

Academic Education Program
Colorado Woman's Correctional Facility
Box 500
Canon City, Colorado 81212 303/275-4181, ext. 411
Contacts: Walter D. Roche, Teacher
Mark Kauffman, Teacher

Retention techniques
- students assigned to academic education as a job
- receive 56¢/day and generally elect to go to school as opposed to other job assignments

Indicators of program's success
- educational level of students increases an average of 1.5 grade levels every three months
- an average of 92% taking GED test pass

ABE/GED Program
Centennial Correctional Facility
P.O. Box 600
Canon City, Colorado 81212 303/275-4721 ext. 463
Contacts: Joe Solano, Teacher
Frank Sarek, Teacher
Cleto Archuleta, Teacher

Retention techniques
- open-door policy; accepting attitude toward the return of students

Indicators of program's success
- student success rate

Reading Laboratory, Adult Institutions
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201 301/659-2055
Contact: Stephen J. Steurer, Correctional Academic Specialist

Retention techniques

- good programs
- screening
- word-of-mouth among inmates

Indicators of program's success

- long waiting lists
- teachers see more progress than in larger classroom settings
- inmates rate program positvely on surveys
- special education teams reviewing progress feel positive
- inmate tutors feel atmosphere is good and contributes to responsible behavior on part of tutors and tutees
- student retention and achievement higher than traditional 0-4 settings in other Maryland institutions

Massachusetts Department of Correction
100 Cambridge STreet
Boston, Massachusetts 02202 617/727-8686
Contact: Ruth Nauyokas, ABE Director

Retention techniques

- highly individualized programs
- adjustments are made to accommodate students

Indicators of program's success

- on-site interviews and observations with all individuals related to the program
- pre/post-test scores on the norm referenced measure of student achievement (TABE)
- student performance on behavioral objective checklist
- examination of program materials and student academic records
- responses on the student/teacher questionnaire

Hamden County Jail Education Program
79 York Street
Springfield, Massachusetts 01105 413/781-1560
Contact: William R. Toller, Assistant Deputy Superintendent

Retention techniques

- counseling follow-up

Indicators of program's success

- 505 GED graduates during the past five years
- students participate on a voluntary basis and there continues to be a waiting list
- cited for educational excellence by state and federal agencies

Offender Aid and Restoration/Learning Center
201 N. Perry
Pontiac, Michigan 48058 313/334-4330
Contacts: Cecilia Wright, Steve Hartter, Janis Choate

Retention techniques
- computer games
- video use
- peer group teaching

Indicators of program's success
- skill post-testing and learner demonstrated skills in reading and math
- students demonstrate ability to comprehend and perform using materials they could not master at beginning of program

Prescriptive Learning System for Corrections Institutions
Missouri Department of Corrections
2729 Plaza Drive
Jefferson City, Missouri 65102 314/751-2389, ext. 312
Contact: Keith Allmon, Education Coordinator

Retention techniques
- minimum contract objectives
- individualized education programs

Indicators of program's success
- track progress of each student
- keep student records on pre- and post-tests and other gains while in the program

Nebraska Center for Women, Adult Basic Education
Route 1, Box 33
York, Nebraska 68467 402/362-3317
Contact: Janice Axdahl, Education/Vocation Coordinator

Retention techniques
- team classification
- parole board encourages offenders to attend

Indicators of program's success
- excellent evaluation by State Department of Education
- rarely do students fail GED test; 95% of participating students attain a GED certificate
- low-functioning students are able to obtain and succeed in gainful employment
- some students have gone on to college

The Fortune Society Tutoring Program
39 West 19th Street, Seventh Floor
New York, New York 10011 212/206-7070
Contact: Lynne Ornstein, Education Director

Retention techniques

- initial orientation
- one-on-one tutoring

Indicators of program's success

- on last 97 retests of beginning readers, average increase was .62 years per 24 one-hour lessons

Literacy Volunteers
Sing Sing Correctional Facility
354 Hunter Street
Ossining, New York 10562 914/941-0108, 365
Contact: Christine Mattia, Supervisor of Volunteer Tutors

Retention techniques

- counseling
- motivational projects with student participation

Indicators of program's success

- enrollment has more than doubled over past year
- our staff increased from one part-time coordinator to one full-time and one part-time
- recognized by correctional facility staff and inmate organizations as a viable program

Correctional Education Program
State Correctional Institution at Camp Hill
Box 200
Camp Hill, Pennsylvania 17011 717/737-4531
Contacts: Calvin W. Williams, Director of Education
Lamont Harris, President of Literacy Council

Retention techniques

- reinforcement from parole board and institution's counselors

Indicators of program's success

- students increase reading levels and they progress to the institutional basic education program

Coolidge High School
South Dakota State Penitentiary
1600 North Drive, Box 911
Sioux Falls, South Dakota 57117-0911 603/339-6769
Contacts: Lloyd E. Stivers, Principal
Steve W. Lee, Educational Specialist

Retention techniques

- lay the burden of responsibility on the learner

Indicators of program's success

- testing program indicates students are progressing
- the role of the school in the correctional environment is a positive one in an otherwise confining experience

Ex-offender Program for Parolees
3400 Garden Lane
Dallas, Texas 75215 214/4[illegible]-1051
Contact: Nat Williams, Administrator of Adult Basic Education

Retention techniques

- form letters sent to students after three absences
- teachers follow-up with phone calls

Indicators of program's success

- constant attendence
- high percentage of GED completions

Education Planning for Pre-Release Inmates Program
Dallas Independent School District
3400 Garden Lane
Dallas, Texas 75215 214/421-1051
Contact: John H. Redd, Director of Adult Education

Retention techniques

- interesting, innovative, caring teachers

Indicators of program's success

- 89 class sites, 16 instructors
- 1983 enrollment -- 11,650
- it works

State-wide Implementation of Educational Planning for Ex-offenders
Region VI Education Service Center
3332 Montgomery Road
Huntsville, Texas 77340 409/295-9161
Contact: Maija Wimer, Correctional Project Coordinator -- Adult Education

Retention techniques

- cooperation from probation and parole officers
- the "right" teacher

Indicators of program's success

- more and more ex-offenders are enrolling in adult education classes across Texas

Windham School System
P.O. Box 40
Huntsville, Texas 77340 409/291/5171
Contact: Cheryl Moore, Assistant Curriculum Director

Retention techniques

- information not available

Indicators of program's success

- number of completions
- anecdotal accounts of documented student change or success

Literacy Volunteers of Virginia Institutes
P.O. Box 3500
Staunton, Virginia 24401 703/885-1141
Contact: Dale Marlin, Rehabilitative School Authority Literacy Volunteer Specialist

Retention techniques

- recognition at graduation exercises and special events
- specific and special meeting places for tutors and students
- good conduct allowance for inmate participation in program may serve to increase the inmate's custody status and indicates program is institutionally accepted

Indicators of program's success

- formal recognition by the Rehabilitative School Authority and Department of Corrections, Aid and Restoration/Richmond, inmate Jaycee organizations, the Rehabilitative School Authority Education Association, the Virginia Correctional Counselors Association, and the Virginia Corrections Association
- inmate tutors who are transferred to other institutions promote the establishment of literacy programs

## MILITARY PROGRAMS

Academic Remedial Training (ART)
Recruit Training Command ART Code 2441
San Diego, California 92133 619/225-3436
Contacts: MRCS(SW) D. W. Richie
RM1 N.S. Kepler

Retention techniques
- students are required to attend as part of recruit training

Indicators of program's success
- criterion tests measure progress
- high success rate in meeting academic requirements for basic training
- 85.5% ART students successfully complete program
- 87.8% ART graduates successfully complete recruit training

Job-Oriented Basic Skills (JOBS) School
Service School Command (3330)
San Diego, California 92133 619/225-4544/4545/4554
Contact: Master Chief Petty Officer R.L. Ferris, Director

Retention techniques
- established teacher assigned to night study
- mandatory night study
- Military Rating Training Leader assigned as couselor
- Academic Review Board procedures followed

Indicators of program's success
- students realize an increase in self-worth and confidence and discover that they achieve at JOBS schools and follow-on schools during their time/career in the Navy
- 96% graduate JOBS program (1983 Evaluation)
- out of 1,493 JOBS graduates, 1,256 completed Navy "A" technical schools

Academic Remedial Training
Recruit Training Command
Orlando, Florida 32813 305/646-5871, 646-4358
Contact: Noel R. Deremigi, Senior Instructor/Leading Petty Officer

Retention techniques
- individual counseling to encourage and motivate recruits to put forth the required effort to complete the program

Indicators of program's success
- significant improvement by recruits while assigned to the program
- successful completion of recruit training

Basic Skills Education Program
Army Education Division
Building 2-1127
Fort Bragg, North Carolina 28307 919/396-6982
Contact: Rebecca C. Wilson, Supervisory Education Specialist

Retention techniques

- none -- dropouts usually result from injury, sickness, or death in family

Indicators of program's success

- soldiers raise their GT scores to 100 or above
- program works for fast learners in need of review; slow learners need comprehensive, long-term remediation

Functional Skills Program
Philadelphia Naval Yard
Philadelphia, PA
Contact: Virginia Gibbons, Site Coordinator/Teacher and Director

Retention techniques

- keep classes interesting
- schedule classes at a convenient time
- clear with Commanding Officer to excuse participants from work duty
- mandatory attendance for those assessed as in need
- in "brig" program -- option is classes or work, and its a hassle to get out of classes

Indicators of program's success

- student progress very high -- 1.6-1.8 year gains in 45 hours/7-1/2 weeks
- high enrollment rate after initial 45 hours
- student attitude changes from resistance to participation in mandated classes

Adult Basic Education
Douglas School System
One Patriot Drive
Ellsworth AFB, South Dakota 57706 605/923-1106
Contact: Doris O. Hodge, Teacher, Director

Retention techniques

- all instruction is tutorial
- students arrange their attendance schedule

Indicators of program's success

- 95% success rate on standardized tests -- this includes GED, American citizenship, written driver's tests, etc.
- students better able to cope with daily lives

American Preparatory Institute
Central Texas College
P.O. Box 786
Killeen, Texas 76541 817/526-1312
Contacts: Suzzette S. Chapman, Dean of Academic Programs
Sharon P. Davis, Program Director for Mathematics/Science

Retention techniques

- students work at their own pace
- students study only those skills not yet mastered

Indicators of program's success

- average increase of approximately one year in reading comprehension and language skills, and one-half year in mathematics on standardized tests
- average hours of instruction range from 55 to 110 for the various programs; although instruction may be in only two of three areas, students are normally tested in all areas.

Operations Specialist "A" School Remedial Reading
Fleet Combat Training Center, Atlantic
Dam Neck
Virginia Beach, Virginia 23461 804/425-4480
Contact: Charles R. Hartz, Supervisory Education Specialist

Retention techniques

- as members of the Armed Forces, they have no choice

Indicators of program's success

- noticed a lower drop-rate from the 17 week curricula in the computer study group compared to the other two study groups
- computer study group showed higher retention scores after three weeks

Basic Skills Education Program
Army Education Center
AFZH-PAE
Fort Lewis, Washington 98407 206/967-4988
Contact: Jane O'Connor, BSEP Coordinator

Retention techniques

- information not available

Indicators of program's success

- evaluation statistics give precise progress reports
- programs are constantly being revised to meet the needs of the students and the desires of the Army

Adult Education
Wallace State Community College
Post Office Drawer 1049
Selma, Alabama 36701 205/875-2634
Contact: Jo Smith, Coordinator of Adult Education

Retention techniques
- utilization of aides for low level learners
- teacher made materials address needs and interests of low level learners

Indicators of program's success
- pleased, successful participants have been able to reach their goals
- recruitment by successful learners
- progress of learners evidenced by work in folders
- continuous cooperation and support from community organizations and agencies

Continuing Education Centers
San Diego Community College
5350 University Avenue
San Diego, California 92105 618/230-2144
Contact: Autumn Keltner, ABE/ESL Coordinator

Retention techniques
- targeting instruction to specific needs and goals of students

Indicators of program's success
- student performance

Adult Basic Education/High School Completion, Community Education
Brevard Community College, Cocoa Campus
1519 Clearlake Road
Cocoa, Florida 32926 305/632-1111, ext. 3180
Contact: Elizabeth W. Singer, Dean
Adult/Community and Continuing Education

Retention techniques
- teacher/recruiter/counselor for ABE Outreach

Indicators of program's success
- records kept by teacher/recruiter/counselor

Adult Education: Grant Funded
College of Lake County
19351 West Washington Street
Grayslake, Illinois 60030 312/223-6601, ext. 402
Contact: Mary S. Charuhas, Director
Adult and Continuing Education

Retention techniques
- personal phone calls after students' second absence

Indicators of program's success
- students move through the educational levels
- overall dropout rate (20%) is reasonably low
- other organizations are requesting expansion of our programs

Adult Basic Education
Waubonsee Community College
Illinois Route 47 at Harter Road
Sugar Grove, Illinois 60554 312/466-4811
Contact: David B. Oatman, Jr., Associate Director
Adult Basic Education

Retention techniques
- short and long term educational and career goal setting
- special retention services

Indicators of program's success
- meeting enrollment goals
- students return for more education and training
- good student retention
- positive program evaluation
- positive support from community agencies
- documented learner progress
- learners achieve their objectives
- positive feedback from students

Adult Basic Education Program
Vincennes University
CSC-32
Vincennes, Indiana 47591 812/885-4263
Contact: LaVon L. Coate, Director

Retention techniques
- provide a quality effective education program

Indicators of program's success
- very little recruiting done
- students attend classes based on recommendations from other students

Adult Learning Center
Dodge City Community College
1201 First Avenue
Dodge City, Kansas 67801 316/225-0186
Contact: Deborah Goodman, Director

Retention techniques

- meet students' immediate learning goals
- provide instruction that matches students learning style

Indicators of program's success

- good community rapport and respect
- active agency referrals
- satisfied students
- number of instructional hours for students
- percentage of successful GED completions
- student evaluations
- follow up information

Adult Learning Center
Murray State University
Room 206, Stewart Stadium
Murray, kentucky 42071 505/762-6971 or 6972
Contact: Charles K. Guthrie, Coordinator

Retention techniques

- provide one-on-one instruction
- use volunteer tutors
- provide group support activities

Indicators of program's success

- program reaches an acceptable proportion of students in every category -- approximately 3% of target population
- pre- and post-test scores reflect above average gains
- retention is among the highest in the nation, if not the highest
- student and tutor evaluations indicate they feel successful

Adult Literacy Project
Department of Curriculum and Instruction
University of New Orleans
New Orleans, Louisiana 70148 504/286-6533
Contact: Elaine G. Wangberg, Director

Retention techniques

- microcomputer attracts and holds most students to a higher degree than other approaches at this site
- emphasize attendance expectations at pre-testing for program entrance

Indicators of program's success

- Series I pilot students show average 4 to 5 months growth in reading ability after 11 hours of instruction
- Series II showed average of 1.1 years growth in reading ability after an average of 8 instructional hours
- students wish to continue with the program and re-enter after program completion
- increased student motivation and self-confidence as they progress through program

Five School District AB/CE Consortium
Itasca Community College
1851 Highway 169 East
Grands Rapids, Minnesota 55744 218/327-1774
Contact: Lynette Eck, Lead Teacher
Adult Basic Education

Retention techniques

- direct teacher follow-up/contact
- provide transportation for students
- flexible schedules

Indicators of program's success

- many learners return
- during re-evaluation of goals meeting, students report they like attending class and few miss weekly session
- students often reschedule other events so they can attend program
- learners say program works

Pre-College Program
Meridian Junior College
5500 Highway 19 North
Meridan, Mississippi 39305 601/483-8241
Contact: Jack Shank, Dean of Continuing Education

Retention techniques

- keep program quality high
- follow-up by contacting dropouts

Indicators of program's success

- during last five years, 1,611 participants have been awarded GED diplomas and 200 have earned regular high school diplomas
- continual enrollment of new students without extensive recruitment
- many students referred to the program by friends

Adult Basic Education
Itawamba Junior College
653 Eaton Boulevard
Tupelo, Mississippi 38801 601/842-5621
Contact: Alma Jo Rayburn, Supervisor of Adult Education

Retention techniques

- information not available

Indicators of program's success

- highly capable teachers
- availability of excellent teaching materials

Adult Guided Studies (ABE)
Southeast Community College
8800 O Street
Lincoln, Nebraska 68520 402/471-3333, ext. 263
Contact: Curtis D. Sederburg, Coordinator
Adult Academic Studies Division

Retention techniques

- classes held at several different locations
- students set their own goals

Indicators of program's success

- survey of learners indicates they are satisfied with program
- high number of graduates compared to other GED programs
- learners have recruited their friends
- many graduates are enrolled in higher education programs
- program has highly qualified instructors and office staff
- support from the Advisory Commitee

Adult Basic Education
Northeast Technical Community College
801 E. Benjamin Avenue
P.O. Box 469
Norfolk, Nebraska 68701 402/371-2020, ext. 270
Contact: Carolyn Apland, Director

Retention techniques

- send follow-up letters and call students after two-weeks absence

Indicators of program's success

- reaching more adults each year
- non-reading adults learn to read
- participants are passing driving tests, naturalization tests, GED tests, and entering other programs or college

Adult Basic Education
Independent Learning Center
Nebraska Western College
Scottsbluff, Nebraska 69361 308/635-3606
Contact: Jane Hunter, Director, Independent Learning Center
Supervisor, Adult Basic Education

Retention techniques

- show an interest in the individual

Indicators of program's success

- good enrollment
- satisfied students

Project Fist (Functional In-Service Training)
Middlesex County College
Division of Community Education CN-61
Edison, New Jersey 08818 201/249-7987
Contact: Iris Saltiel, Coordinator

Retention techniques

- students are requested to make a four month commitment to program/tutor

Indicators of program's success

- project has been validated nationally through the Joint Dissemination Review Panel and through the Sharing Educational Success Process

ABLE (Adult Basic Literacy Education)
Central Piedmont Community College
P.O. Box 35009
Charlotte, North Carolina 28235 704/373-6911
Contact: Worth Campbell, Assistant to the President

Retention techniques

- telephone contact of students who have stopped attending

Indicators of program's success

- strong community support and commitment
- high enrollment
- average of 20.82 hours in reading to advance one grade level
- average of 20.93 hours in math to advance one grade level
- mass array of educational media and teaching techniques; program could become model for speeding educational progress for adult illiterates

Caldwell Community College and Technical Institute
P.O. Box 600
Lenoir, North Carolina 28645 704/728-4323
Contact: Martha E. Hollar, ABE Director

**Retention techniques**

- instructors call or write students who miss three consecutive classes
- instructor notifies program recruiter to follow-up if students cannot be contacted or reasons for not returning are vague
- survey sent to dropouts several times a year to help identfy factors that can be improved or changed to prevent learners from leaving programs before they meet their objectives
- individualized learning -- students progress at their own levels and their own rates; this insures they will feel comfortable when they return to class, if they have missed due to illness or responsibilities related to their adult role
- low class ratio of learners to instructors

**Indicators of program's success**

- statistical data shows program continues to grow
- dropout rate is decreasing
- significant numbers of students go on to other educational programs or demonstrate positive changes
- students who complete program are enthusiastic recruiters and supporters
- positive feedback from industries and agencies involved in program
- students come voluntarily and continue to participate

Adult Basic Education
Central Oregon Community College
Bend, Oregon 97701 503/382-6112
Contact: Bonnie Orr, Director

**Retention techniques**

- telephone calls, postcards, notes to students at the beginning of new academic quarter

**Indicators of program's success**

- satisfied students refer friends, neighbors, and relatives
- students learn to read well enough to get jobs
- students complete personal goals

Adult Basic Education
Treaty Oak Community College
300 East 4th Street
The Dalles, Oregon 97058 403/296-5444
Contact: Sharlene Walker, ABE Director

Retention techniques
- individual student-teacher relationship
- absentee follow-up

Indicators of program's success
- steady growth of program
- continuous growth in number of GED and high school completions
- students are the greatest recruiters
- positive community image

Volunteer Tutoring Program
Portland Community College
12000 S.W. 49th Avenue
Portland, Oregon 97219 503/244-6111
Contact: Susan Bach, Coordinator of Educational Service
Dorothy Brehm, Supervisor, Volunteer Tutoring Program
Marie Hermanson, Tutor Supervisor, Refugee ESL

Retention techniques
- contact students by phone to discuss problems

Indicators of program's success
- progress of students to higher levels
- reports from supervising instructors on student progress and improvement in meeting needs of students

Developmental Learning
Chemeketa Community College
4000 Lancaster Drive, NE
Salem, Oregon 97309 503/399-5093
Contact: Donna Lane, Associate Dean

Retention techniques
- follow-up system for students utilizing phone calls, "miss you in class" postcards, letters
- find out why students can no longer attend
- bilingual counselors

Indicators of program's success
- student progress reports
- student feedback
- feedback from vocational instructors
- feedback from employers

Adult Basic Education
Austin Community College
P.O. Box 2285
Austin, Texas 78768 512/495-7532
Contact: Billie N. Chambers, Coordinator

Retention techniques

- good teaching

Indicators of program's success

- student growth each month
- number of completions of the GED and Competency Based High School Diploma programs
- low dropout rate

Houston Community College System Adult Co-Op
Adult and Continuing Education Center
3333 Fannin, Suite 112
Houston, Texas 77004 713/630-7283 or 630-7266
Contact: Monroe C. Neff, Dean
Vicente Mier, Chairman

Retention techniques

- reading level clustering
- flexible learning center settings
- student follow-up

Indicators of program's success

- 3% of students earned secondary credentials in 1983
- 1% on exit interview, 2% on follow-up survey indicated continuing education at college or vocational levels
- 3% on exit and follow-up surveys indicated securing a job or job promotion/salary increase
- 1% demonstrated more than one grade level increase in basic skills

Adult Learning Center
Dixie College
225 South 700 E.
St. George, Utah 84770 801/673-4811, ext. 261
Contacts: Stanley J. Plewe, Dean, Lifelong Learning
Carol Belliston, Adult Learning Center Coordinator

Retention techniques
- personal calls to dropouts from program coordinator; periodic letter, invitations

Indicators of program's success
- high school diplomas have increased from 5 in 1978, to 64 in 1982 and 73 in 1983

Developmental Education
Edmonds Community College
20000 68th Avenue West
Lynnwood, Washington 98306 206/771-1522
Contact: Greg Golden, Director of Learning Resources
Karen Spring and John Hagman, Instructors

Retention techniques
- know students personally, call them on the phone

Indicators of program's success
- favorable evaluation of program by students
- average gain of 2-1/2 grade levels in reading
- negligible dropout rate -- virtually all students who register finish some credits

Adult Learning Center
Laramie County Community College
College Drive
Cheyenne, Wyoming 82001 307/634-5853, ext. 292
Contact: Nancy McKinley, Coordinator

Retention techniques
- counselors and staff contact students who dropout

Indicators of program's success
- formal evaluation by State Department
- student evaluation and teacher self-evaluation
- checking on objectives
- student input
- teachers' and supervisor's observations

Volunteer Tutor Program
Sheridan College
Sheridan, Wyoming 82801 307/674-6446, ext. 231

Retention techniques
- counselors and staff contact students who dropout

Indicators of program's success
- progress of learner checked by testing
- student statements about improved reading ability

## Statewide, 16-College Program

South Carolina State Board for Technical & Comprehensive Education
111 Executive Center Drive
Columbia, South Carolina 29210 803/758-6933
Contact: Sandra H. McCaskill, Coordinator of Developmental Studies

Retention techniques
- telephone students who accumulate execessive absences
- managing student progress
- periodic review of performance
- contingency contracting

Indicators of program's success
- demonstrate student mastery of specific skills directly correlated to entry level skills of curriculum courses
- student success on the GED
- changes in student attitudes towards their studies
- yearly learner follow-up by state
- JTPA students achieve their grade levels on their developmental plan
- positive feedback by faculty and counselors

The following technical colleges which are part of the statewide system listed the following indicators of their program's success:

Aiken Technical College
- follow-up data on students who advanced to credit courses

Beaufort Technical College

- student test data
- students advance into other curriculum courses

C-M Technical College
- results of the program evaluation show how well students perform in relation to other students who have not been in developmental courses

Calvins Technical College
- several research studies show a remarkable advantage Development Studies (DVM) students have over students entering curriculum courses
- documented impact of tutorial program on student persistence and success

Denmark Technical College
- approximately 82% of students exit the first quarter
- high percentage of graduates come through the DVS program

Greenville Technical College
- one-third of students exit successfully after each quarter
- students able to compete for quality grade in entry level courses
- student success rate is equal to or better than student who did not participate in program

Horry-Georgetown Technical College
- low attrition rate
- grade gains evidenced by pre/post testing
- personal comments by students
- students return for tutoring and/or personal advice
- six out of six students who took GED passed

Piedmont Technical College
- exit rate between 40-50% each quarter
- 1.3 to 2.8 levels gained after one quarter
- tracking of students in curriculum courses show they do as well as regular students (except math)
- favorable results from non-developmental faculty interviews and surveys regarding their perception of program

Orangeburg Community College
- 81% of students complete their goals according to follow-up study

Spartenburg Technical College
- Information not available

Sumter Technical college
- student is the center of concern
- assessment focuses on delivery of a therapeutic learning environment
- climate of program is accepting, supportive, and designed to produce successful experiences
- program supports a strong belief that a person's self-concept can be changed
- concerned, caring, adult-oriented, supportive, non-judgmental, responsible relationship with students by learning managers
- respect for student as a human being is the heart of learning environment

Trident Technical College
- data from computer generated student follow-up report produced quarterly is an excellent tool for determining how well program works
- in winter quarter, 76% of developmental studies students earned a grade of C or better in curriculum courses
- significant increase in number of graduates with developmental studies background during past six years -- from 24% to 41% of all graduates
- these students represent substantial percentage of graduates in all programs in the college

Williamsburg Technical College
- statistics currently being compiled, so information not available at present

# APPENDIX 2:

- INTERVIEW GUIDES
- PROGRAM NOMINATION LETTER AND FORM
- PROGRAM SURVEY LETTER AND FORM

# INTERVIEW GUIDE

## Program Director

## PART I -- PROGRAM MANAGEMENT
(approximately one hour interview)

1. I'd like to know more about how this program actually came about? (Program's historical development, were there any major changes, philosophy change, how many years has the program been in operation?)

   Probes: If there were many directors, how have these changes affected the program? (positively, negatively)

2. I'd like to know more about how your program is managed.

   A. First, I'd like to ask you some questions about your staff. How many staff are employed?

   Probes:
   - Full-time?
   - Part-time?
   - Volunteer?
   - How do you integrate part-time and volunteer teachers into your program? (orientation, meetings, inservice, decision making)
   - Does your program have established procedures for:

     -- hiring)
     -- firing) personnel policies
     -- job descriptions, job evaluations
   - Are these procedures followed?
     Give some examples.
     Which procedures are not followed?
     How is that? Give some examples?

   B. Now, I'd like to ask you some questions about recordkeeping:

   Probes:
   - How do you keep track of your learners?

     -- What kinds of details do you record?

     -- What kinds of recordkeeping methods do you use? (e.g., computer, paper file, other?)

     -- What information do you collect and keep?

-- Are standardized forms used for intake, learner progress, drop out, exit, and follow-up information?

-- How do you know someone completed the program? (What is on file -- transcript, other?)

-- What credentials, if any, does the learner take away with them if they complete the program? (e.g., certificate, other)

C. Let's focus on decisionmaking. I'm also intersted in how your program makes decisions.

- How are decisions made in general? Give some examples.

Probes: Do teachers/students participate in any program decisions -- which ones? How do they participate?

  - Who really has the most influence over the program and what happens in it?

D. Now, some questions about management and how your program relates to other agencies. Do you think the way the program is managed helps the instructional part of your program be more successful? Why/why not? Give some examples.

- Could you describe for me what support services you provide for your learners?

Probes: Child care, counseling -- personal and/or job counseling

  - Do you have the need to refer your learners to other agencies for services? If so, which ones?

Probes: How do you describe your relationships with these agencies? (positive/negative) Ask for examples.

  - Do you collaborate in any special way with other agencies?
  - ⊛ What difference has this program made to the community?

E. I'd like to complete this first set of questions with some general questions:

  - ⊛ What would you say are the major strengths of your program? What would you say are the weaknesses of your program?

- What stands out in your mind as a key feature of your program that helps learners stay in the program? And that helps learners succeed?

- Are there any obstacles you face now in your program? What are they? And how do you circumvent them?

- In an effort to approach the ideal, which you identified earlier, how do you feel your program could be improved?

- Please describe what kind of staff is needed to run a program like yours.

## STOP ##

End of Part I.

Take 1/2 hour break to record
impressions, thoughts, notes.
Get ready for Part II (review
the questions).

Program Director

## PART II -- PRACTICE PROFILE
(approximately one hour interview)

Now, I'd like to focus on the eight program components mentioned earlier. (Refer to the sheet with the components again.) I know you've already given me a brief description of what you are doing in each of these from the survey, but now I'd like to be able to create with you a practice profile on your program. To do this, I have to understand what your program really looks like especially if I were to describe it to someone else who might want to know what they should do to adopt your program. This might seem hard at first, but I think it will be a very useful piece of information to you as well as to others who might be interested in adopting a program like yours. Under each component I'll repeat what was written about the component from the program survey. Please correct any misinterpretation I might make, clarify or add any information you think would be helpful.

### A. Recruitment

Let's begin with recruitment. On the survey ______________________________

______________________________________________________________________

______________________________________________________________________

(from survey) was described for recruitment.

Identify the ideal. Say: If your project was adopted for use in another place, would there be any other forms of recruitment that you think would be even better?

Identify the unacceptable. Say: Likewise, would they need to use as many kinds of recruitment as you do? Would less be okay? How much less?

| Ideal Variation(s) | Acceptable Variation(s) | Unacceptable Variation(s) |
|---|---|---|
| | | |

## B. Orientation and Counseling

On the survey you described your process as ______________________________

______________________________________________________________

______________________________________________________________

Identify the ideal. Say: If your project was adopted for use in another place, would there be any other forms of orientation and counseling that you think would be even better?

Identify the unacceptable. Say: Likewise, would they need to use as many kinds of orientation and counseling as you do? Would less by okay? How much less?

a. What is the method (e.g., individual, group)?

b. What are the qualifications of the people doing the orientation/counseling?

c. Are there any options presented to the learner? If so, what are they?

d. Are student goals discussed and do they affect placement?

e. Who makes the placement decisions?

| Ideal Variation(s) | Acceptable Variation(s) | Unacceptable Variation(s) |
|---|---|---|
| | | |

## C. Diagnostic Testing

From the survey: ____________________

____________________

____________________

Identify the ideal. Say: If your project was adopted for use in another place, would there be any other forms of diagnostic testing that you think would be even better?

Identify the unacceptable. Say: Likewise, would they need to use as many kinds of diagnostic testing as you do? Would less by okay? How much less?

a. Describe your diagnostic process. How many times are learners tested? (e.g., once, twice, etc.)

b. Who conducts the testing? What are their qualifications?

c. Who evaluates the test results and makes decisions about the learner?

d. Are there any other diagnoistic instruments you use in addition to the ones you listed on the Survey?

e. What tests have you developed? What skills do they test?

f. How are test results recorded and evaluated?

g. What form is the feedback given to learners? (e.g., during counseling session, etc.)

h. What role does diagnostic testing play in determining placement?

i. Are tests the only means of determining placement? (e.g., student goals, standardized criteria, expert judgment)

| Ideal Variation(s) | Acceptable Variation(s) | Unacceptable Variation(s) |
|---|---|---|
| | | |

D. Instructional Methods

From the survey: ____________________________________________

____________________________________________________________

____________________________________________________________

Identify the ideal. Say: If your project was adopted for use in another place, would there by any other forms of instructional methods that you think would be even better?

Identify the unacceptable. Say: Likewise, would they need to use as many kinds of instructional methods as you do? Would less be okay? How much less?

a. What is the structure of instruction? (e.g., individual, small group (one to six), medium group (6-15), large group)

b. What specific reading methods do you use?

c. What is the mode of instruction? [e.g., teacher-lead class, field study project, home-based learning, computers, self-paced instruction (learning packets), films, listening/language labs, cable TV.]

d. Describe the instruction site. (e.g., designated room for instruction; is the space quiet, open, accessible to the handicapped, etc.?)

| Ideal Variation(s) | Acceptable Variation(s) | Unacceptable Variation(s) |
|---|---|---|
| | | |

## E. Instructional Materials

From the survey: ______________________________

______________________________

______________________________

Identify the ideal. Say: If your project was adopted for use in another place, would there be any other forms of instructional materials that you think would be even better?

Identify the unacceptable. Say: Likewise, would they need to use as many kinds of instructional materials as you do? Would less by okay? How much less?

a. Who chooses materials?

b. What process do you use to select materials?

c. Is there a core curriculum?

d. How does the core curriculum relate to your unique philosophy of learning?

e. GED -- life skills

f. Teacher-made

g. Texts
   - life skills materials
   - adult-relevant materials

h. Computer software

i. Commercial kits
   - content (e.g., life skills, etc.)

| Ideal Variation(s) | Acceptable Variation(s) | Unacceptable Variation(s) |
|---|---|---|
| | | |

## F. Assessment

On the Survey you said, ____________________________________________

____________________________________________________________

____________________________________________________________

Identify the ideal. Say: If your project was adopted for use in another place, would there be any other forms of assessment that you think would be even better?

Identify the unacceptable. Say: Likewise, would they need to use as many kinds of assessment as you do? Would less by okay? How much less?

a. How is success defined? Is it learner defined? Is it program defined?

b. How is learner progress measured during the instructional process?

- tests
- who administers tests?

c. How is learner progress measured at the end of the program?

- tests
- who administers tests?

| Ideal Variation(s) | Acceptable Variation(s) | Unacceptable Variation(s) |
|---|---|---|
| | | |

## F. Learner Follow-Up

On the Survey you said, ________________________________________

________________________________________________________________

________________________________________________________________

Identify the ideal. Say: If your project was adopted for use in another place, would there be any other forms of learner follow-up that you think would be even better?

Identify the unacceptable. Say: Likewise, would they need to use as many kinds of learner follow-up as you do? Would less by okay? How much less?

a. What learners are followed-up?

b. How long are they followed?

c. How is the learner follow-up conducted?

d. How is the learner follow-up data stored?

e. Is the follow-up data actively used?

f. If it is used, how is it used? (e.g., is it used for refining and changing the program?)

| Ideal Variation(s) | Acceptable Variation(s) | Unacceptable Variation(s) |
|---|---|---|
| | | |

H. Program Evaluation

On the Survey you said, ______________________________________________

______________________________________________________________________

______________________________________________________________________

Identify the ideal. Say: If your project was adopted for use in another place, would there be any other forms of program evaluation that you think would be even better?

Identify the unacceptable. Say: Likewise, would they need to use as many kinds of program evaluations as you do? Would less by okay? How much less?

a. Who conducts the program evaluation?

b. Who developed the program evaluation?

c. What and who is evaluated? How do you do it?

d. What procedures do you follow in evaluation?

- format (checklist, narrative, etc.)
- formal? informal?
- inhouse document? state document?
- frequency?

e. What does the evaluation look like in its final form (do they have an example)?

f. Does the program's budget allocate funds for a program evaluation?

g. How does the program use the evaluation results?

- is it used in any kind of program decision making?

| Ideal Variation(s) | Acceptable Variation(s) | Unacceptable Variation(s) |
|---|---|---|
| | | |

## PART III -- FOLLOW-UP FOR DAY 2
(approximately one hour interview)

1. After having reviewed information from Day 1, prepare key questions and probes to complete needed information, clarify vague answers, elicit more information, etc.

2. (Hand the director the sheet with the eight components.) On your survey, you rated ______________________________ as the most important component in your program. How did you mean that? Please explain.

Probes:

- Is it the one you think you do best?
- If not, select the one you do best. Give examples, stories, anecdotes.
- Are there other important program components or elements (besides these eight) that we missed?

A. I'd like to complete this final interview with some general questions:

- What would you say are the major strengths or your program? What would you say are the weaknesses of your program?

- What makes your program unique?
- How do you see your program as being different from other programs?
- What stands out in your mind as a key feature of your program that helps learners stay in the program? And that helps learners succeed?
- Are there any obstacles you face now in your program? What are they? And how do you circumvent them?
- In an effort to approach the ideal, which you identified earlier, how do you feel your program could be improved?
- Please describe what kind of staff is needed to run a program like yours.

# INTERVIEW GUIDE

## Teacher/Tutor

1. Can you tell me about your work in the program?

   Probes:

   a. How long have you been with the program?

   b. Have you always taught the same subject matter in the program?

   c. Have you taught in different parts of the program?

   d. What's it like to work here?

   e. Please describe what kind of teacher works best in your program -- to maximize learner achievement?

2. Can you describe in some detail how your program accomplishes:

   a. Learner diagnostic testing

   b. Instructional methods

   c. If I were in your classroom during one of your classes, what would I see happening? What would be going on? Please describe what one of your classes is like.

   d. What event or series of activities that you can remember really sparked the most learning in your classroom?

   e. Instructional materials

   f. What role does the learner play in the development of your own (teacher-made) material? Do you use learner-generated ideas and material? If so, explain how. Do you match your materials with the learner's requests?

   g. Assessment of learner skills

   h. What do you want your students to be able to do differently when they leave the program? What do you want them to be able to do now that they weren't able to do when they entered?

   i. Follow-up of learners

   j. Program evaluation

   k. Are you satisified with the way in which your program accomplishes each of these components?

   What would you change? Be specific. (Review the list again.)

## INTERVIEW GUIDE

### Counselor

1. I'd like to learn more about your role in the program. Tell me about what you do here.

   Probe:
   - How long have you been with the program?
   - Ask about their job description.
   - Are you able to do all the things your job require?
   - What are some of the rewards/frustrations in your job?
   - If I were with you when you were counseling a student, what would I see happening? What would be going on? Please describe what one of your sessions is like?
   - How do you counsel the different types of learners in your program?

2. Open discussion. Tell me about:

   -- Learner diagnostic testing
   -- Assessment of learner skills
   -- Follow-up of learners
   -- Program evaluation
   -- What stands out in your mind as critical (or essential) to helping learners stay and succeed in your program?

3. How are decisions made about the program? the students? etc.

4. How would you rate the way the program operates? Do you think it has any relationship to the program's success? In what ways?

   - What kind of effect has this program had on the community?

5. Most programs have things about them they'd like to change or have problems they'd like to solve. Can you name some problems your program is trying to solve?

   - What would you say are the basic strengths of your program?
   - What are some of the things regarding learner orientation and counseling you think can be improved in your program?

6. (Hand the counselor the sheet with the eight components.) On the survey your director filled out for us (he/she) rated ________________________ as the most important component in your program. How do you feel about this?

   - Is it the one you think you do best?
   - If not, select the one you do best. Give examples, stories, anecdotes.
   - Are there other important program components or elements (besides these eight) that we missed?
   - What makes your program unique?
   - How do you see your program as being different from other programs?
   - What, if any, could be described as the weaknesses of your program?
   - As I leave today, tell me what you and your program do best. (List strengths.)

## INTERVIEW GUIDE

### Learners

1. (Warm-up Conversation) Where are you from? Have you lived here all your life? Do you have a family? Etc.

2. How did you decide to come to this program?

   Probes:
   - How long have you been in the program?
   - How did you hear about program (recruitment)?

3. How did you find out what classes would be like and what courses you would be taking?

4. Are there counselors available to work with students? How have you used the counselors here?

5. Were you tested at the beginning to find out what you were going to learn?

   How did you feel about the testing?

   - Was it helpful?

6. Did you get to plan what you wanted to learn? What do you want to learn? Are you working toward what you want to learn? (Ask for examples, description.)

7. How do you feel about the progress you are making in the program? How can you tell you are making progress? How does your teacher let you know how you are doing?

8. How useful are the books you are using?

9. Would you mind telling me an important experience you had in this program that really stands out in your mind?

10. What are some of the things you don't like about the program?

11. What are some of the things you really like about the program?

12. If you could change anything about the program, what would you make different?

13. I've heard that most students stay in this program for a while. Why do you think most students keep coming?

14. Can you give me an example of something you've done in class that was really interesting to you?

15. What can you do now that you couldn't do when you entered the program?

# REFLECTIVE REMARKS

Directions: Include on this sheet, any remarks you have which may pertain to any categories listed below. Use the questions under each category as prompts for reflections about Interviews. Code reflective remarks using the numbers of the categories below.

1. Reflections on Analysis. What are you learning? What themes are emerging? What patterns are present? Do you see connections between pieces of data?

2. Reflections on Method.

   a. Ideas about the effectiveness (ineffectiveness) of the study's design; comments on procedures employed in study.

   b. Comments on rapport with subjects -- include ideas about how to deal with problem.

   c. Record decisions about possible changes in methodology.

3. Reflections on ethical dilemmas and conflicts. Comments on conflicts between your values and responsibilities to your subjects.

4. Reflections on the observer's frame of mind. Notes about your opinions, beliefs, attitudes and prejudices which may color your perceptions at the site. Also, comments on how these assumptions were confirmed or disconfirmed.
   *(It is a good idea to record all preconceptions before going in field.)

5. Points of Clarification. Notes to clear up points which may have been confusing; corrections of informational errors (e.g., you confused the names of 2 teachers).

# DOCUMENT SUMMARY FORM

Site________________________________________

Document number______________________________

Date rec'd or picked up: ______________________

Name or description of document:

Event or contact, if any, with which document is associated:

Date:______________

Significance or importance of document:

Brief summary of contents:

IF DOCUMENT IS CENTRAL OR CRUCIAL TO A PARTICULAR CONTACT (ex: a meeting agenda, newspaper clipping discussed in an interview etc.) MAKE A COPY AND INCLUDE WITH WRITE-UP.

**National Adult Literacy Project**

Far West Laboratory for Educational Research and Development

The NETWORK, Inc.

13 January 1984

Dear Colleague:

The National Adult Literacy Project is gathering information about promising practices in adult literacy instruction. We are soliciting program nominations from the following professionals: the NALP Senior Advisors, as well as state adult basic education directors, and representatives of the Coalition for Literacy.

We are particularly interested in receiving nominations of LEA/state administered programs, employment and training (public and private) programs, correctional programs, community-based programs (e.g., voluntary, churches, social service agency programs, etc.), military programs, and programs housed in postsecondary institutions. Once programs are nominated, we will write to them to gather information on how they conduct recruitment, counseling and orientation, learner diagnostic testing, instruction, assessment of learner skills, learner follow-up, and program evaluation.

To guide your program nominations, we suggest that you choose programs that:

1. are known for their success in recruitment, retention, and results (however measured).

2. deserve emulation in general.

3. are especially strong in one or more of the following program components -- e.g., orientation and counseling, learner diagnostic testing, instructional methods, instructional materials, assessment of learner skills, learner follow-up, and program evaluation.

Your help in identifying adult literacy programs is critical to our gathering a representative sample of programs that deserve recognition and possible emulation. We thank you in advance for taking the time to complete the enclosed list and mailing it to us

The NETWORK, Inc.
290 South Main Street
Andover, MA 01810
(617) 470-1080

in the enclosed stamped, self-addressed envelope. If you have any further questions regarding the program nominations list or about the project in general, please feel free to contact Renee Lerche or Barbara Marchilonis at The NETWORK, Inc., 617/470-1080.

Thank you for your help.

Sincerely yours,

Renee S. Lerche

Renee S. Lerche
Project Director

Barbara A. Marchilonis

Barbara A. Marchilonis
Project Manager

RSL:BAM/clr

Enclosures: Project Description
Directions
List of Nominated Programs
Stamped, Self-Addressed Envelope

## Directions

1. In column I, please list those programs you believe are outstanding programs. Also provide, if possible, the program's address, phone number, and director (or person to contact).

2. In column II, please provide your reasons for nominating each program.

3. In column III, please indicate which guideline is compatible with your reason. Indicate with a 1, 2, or 3 from the list below.

   In the cover letter, we suggested you choose programs that:

   1. are known for their success in recruitment, retention, and results (however measured).
   2. deserve emulation in general.
   3. are especially strong in one or more of the following program components -- e.g. orientation and counseling, learner diagnostic testing, instructional methods, instructional materials, assessment of learner skills, learner follow-up, and program evaluation.

4. With all the columns completed, please return to Column II and rank order your reasons for your program nominations by indicating which reason is the most important (mark with a 1), the second most important (mark with a 2), and so on.

5. To help us select "best bet" programs for site visits, please place an asterisk next to those programs you strongly believe we "must visit".

6. Please sign the top of the Program Nomination list in the place provided and indicate your correct title, organization, address, and phone number, and return your list to us in the stamped, self-addressed envelope provided.

Thank you.

Signature of Person
Completing this Form : ______________________________

Title ______________________________

Organization ______________________________

Address ______________________________

Telephone ______________________________

## LIST OF NOMINATED PROGRAMS

| Column I<br>Programs Nominated | Column II<br>Reason for Nomination | Column III<br>Applicable Guideline |
|---|---|---|
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**National Adult Literacy Project**
Far West Laboratory for Educational Research and Development
The NETWORK, Inc.

June 4, 1984

Dear Colleague:

Do you want to know more about what is happening in literacy programs across the United States? Do you feel cut off from other programs like yours? Do you lack useful information about how to improve your program? The National Adult Literacy Project wants to help.

This fall President Reagan and Secretary Bell brought national attention to the problem of illiteracy in the United States. The National Adult Literacy Project, as part of the President's Initiative, was commissioned to keep national attention focused on adult literacy.

We at the Project are committed to collecting and distributing the best information on effective literacy practice and instruction to programs across the country. In order to do this, we conducted a national poll of experts to nominate adult basic skills programs which they considered outstanding. Your program was one of those nominated. We are contacting you because you are the best source of information about:

- how your program works; and
- why it works

More importantly, through your eyes we will see real people in real programs where adults learn to read and write.

We have two requests. First, we ask you to fill out the enclosed information survey which gives you an opportunity to share with us your perspective about your program. Then, we would like you to complete the program materials checklist. While the survey is very important, it is not a complete picture of your program. Specific examples of the program materials you use will help us see more clearly what you are trying to accomplish. We know this is time-consuming work, and so we have provided a checklist of program materials that are of special interest to us.

In exchange for the valuable information you can provide us, your progam and others will be featured in a nationally distributed Guidebook for Promising Practices. There are several immediate "payoffs" for programs included in this book:

The NETWORK, Inc.
290 South Main Street
Andover, MA 01810
(617) 470-1080

1. National Recognition

   As part of our Guidebook for Promising Practices, your program will receive national recognition for the educational results you have achieved.

2. "Gold Mine" of Information

   The Guidebook will give you a wealth of information on successful literacy practices in other programs. For example, how do other successful programs operate; how do they solve their problems; what successful teaching stategies and materials do they use; how do other programs attract and keep learners? The Guidebook will answer all of these questions and more. Some of this information could potentially help you strengthen your program or solve problems you are wrestling with.

3. Participation in a National Literacy Network

   You will find out about other programs who serve similar learners. The Guidebook will give you an opportunity to get in touch with other programs whose practices seem interesting and useful. In turn, other programs may find your program a helpful resource.

Enclosed you will find the program information surveys and a stamped manila envelope. Please use it to return your survey and program materials. If the envelope is not large enough to accommodate the materials you have, please mail them under separate cover with the additional stamps provided (5 stamps).

One other thing, please complete the enclosed post card and mail it to us today so that we can be sure you received the information survey and checklist. Because we are assembling materials for publication, we need your information within two weeks after receiving this letter.

If you have particular questions about the surveys, please call our technical assistance specialist, Julie Turner, at The NETWORK, Inc., 1-800-225-7931 or in Massachusetts at 1-800-322-1030. If you would like more information about the project please call Renee Lerche or me at the same numbers above.

We thank you in advance for the information you will be providing. We look forward to working with you, helping you in any way we can, and learning about your program.

Please join us in our effort to make adult literacy a national priority.

Sincerely,

Barbara A. Marchilonis

Barbara A. Marchilonis
Project Manager

Renee S. Lerche
Project Director

BAM:RSL/clr

Enclosures: Project Description
Program Information Survey
Program Materials Checklist

## NATIONAL ADULT LITERACY PROJECT

## PROGRAM INFORMATION SURVEY

### DIRECTIONS

Step 1: Please complete the survey.

Step 2: Please complete the program materials checklist.

Step 3: Mail your survey and materials to us in the enclosed envelope.

## PROGRAM INFORMATION SURVEY

Name of person or persons ____________________
filling out this survey ____________________
Title ____________________
Name of Program ____________________
Address ____________________
____________________
Phone ____________________

1. a. What best describes your program? Check those that apply.

____ English as a Second Language
____ Basic Skills Education
____ GED Preparation
____ Alternative High School Credentialing Program
____ Vocational
____ Job Training
____ Other. Please describe. ____________________
____________________

b. How do you describe your program site? Check one.

____ rural
____ urban
____ suburban

c. When does your program operate?

____ number of months of the year
____ number of days per week
____ number of hours per day
____ other commitments: ____________________
____________________
____________________

d. If information is available, how much does it cost per learner to operate your program? ____________________

e. What is your funding source? (Check appropriate sources.)

____ local
____ state
____ federal
____ private
____ other. Please describe. ____________________
____________________

f. Average age of learners enrolled in your program: ____

g. Sex: Number of Males ____ Number of Females ____

h. How many grades in school has the average learner completed before entering the program? ________

i. What is the average learner's reading grade level upon entering the program?

____ 0-3
____ 4-7
____ 8-12
____ Other. Please describe. ____________________

j. How many learners do you serve each year? ________

k. How many learners complete your program per year? ________

2. a. What are some important qualities instructors need to have to be effective in your program? ____________________

b. Are your instructors "credentialed"? ________

c. Do you provide training for your instructors?

- What kind? ____ preservice ____ inservice ____ both
  Describe: ____________________

d. Do you believe this training is necessary for the success of your program? ____________________

3. Learner dropout rates are a serious problem for many adult literacy programs.

   a. Is this a problem for your program? __________
   Estimate your dropout rate. __________%

   b. What ways, if any, have you developed to keep students in your program?
   ______________________________________________
   Has it solved the problem? ______________________________

4. a. Some important features of adult literacy programs are listed below. Your program may have some or all of these features. First, place an X by those features that are a part of your program.

| X's | Rank Order | | X's | Rank Order | |
|---|---|---|---|---|---|
| ___ | _____ | recruiting | ___ | _____ | instructional materials |
| ___ | _____ | orientation | ___ | _____ | measures of learner progress |
| ___ | _____ | counseling | ___ | _____ | learner follow-up |
| ___ | _____ | learner diagnostic testing | ___ | _____ | program evaluation |
| ___ | _____ | teaching methods | | | |

   Second, look at your X's above and decide how you would rank order them. Show which features are important to your program's success. Place a 1 in the rank order column by the most important feature, a 2 by the next important feature, and so on.

   b. Please provide some details below about those features you marked with an X.

   Recruiting ______________________________________________
   ______________________________________________
   ______________________________________________

   Orientation ______________________________________________
   ______________________________________________
   ______________________________________________

   Counseling ______________________________________________
   ______________________________________________
   ______________________________________________

   Diagnostic testing (name and test[s] used) ______________________
   ______________________________________________
   ______________________________________________

Teaching methods

Measure of student progress

Learner follow-up

Program evaluation

5. How do you know your program works? Please be specific:

## PROGRAM MATERIALS CHECKLIST

Instructional materials

1. Does your program use:

_____ teacher-made materials
_____ commercial materials
_____ both

a. If you checked teacher-made materials, please describe:

________________________________________________
________________________________________________
________________________________________________
________________________________________________

How are teacher-made materials used? Give a few examples of how teacher-made materials are used with learners:

________________________________________________
________________________________________________
________________________________________________
________________________________________________

b. If you checked commercial materials, please list what materials you use.

________________________________________________
________________________________________________
________________________________________________
________________________________________________

How do you use commercial materials? For example, do you use them in sequential order or do you use only certain parts of commercial materials?

________________________________________________
________________________________________________
________________________________________________
________________________________________________

c. If you checked both kinds of materials, please describe how they are used together? Give some examples of how they are used with learners.

________________________________________________
________________________________________________
________________________________________________
________________________________________________

2. Check the following program materials that you are willing to share with us.

_____ your program brochure/description

_____ copies of teacher-made materials

_____ copies of teacher-made tests

_____ list of commercial tests used (diagnosis and/or assessment)

_____ newspaper or magazine articles written about your program

_____ newsletters published by your program

_____ copies of student recordkeeping forms

_____ program effectiveness data

    _____ learner test scores

    _____ copies of program evaluation instruments

    _____ copies of completed program evaluations

Please enclose the checklist with the checked materials above in the envelope provided along with the information survey and return them to us as soon as possible. Thank you.

# APPENDIX 3:

# LIST OF PROGRAMS VISITED

## LIST OF PROGRAMS VISITED

### STATE/LOCAL PROGRAMS

Sequoia District Adult School
Broadway and Brewster
Redwood City, California 94063 415/369-6809
Contact: Cuba Miller, Assistant Director

SAD #9 Franklin County Adult Basic Education
Tutorial Program
P.O. Box 643
15 Middle Street
Farmington, Maine 04938 207/778-3460
Contact: Claude Vachon, Director

Portland Adult Community Education (PACE)
Intown Learning Center
68 High Street
Portland, Maine 04103 207/780-4215
Contact: Kathleen Lee, Coordinator Adult Basic Education

Lowell Adult Education Program
Kirk Street Entrance, Lowell High School
Lowell, Massachusetts 01852 617/458-9007
Contact: Frederick Assad Abisi, Director of Adult Education

Somerville Center for Adult Learning Experience (SCALE)
99 Dover Street
Somerville, Massachusetts 02144 617/625-1335
Contact: Ruth E. Derfler, GED/ADP Lead Teacher

### EMPLOYMENT & TRAINING

Vocational Education Special Projects
San Mateo County Office of Education
333 Main Street
Redwood City, California 94063 415/363-5439
Contact: Joe Cooney

Jobs for Youth-Boston, Inc.
312 Stuart Street
Boston, Massachusetts 02116 617/338-0815
Contact: David J. Rosen, Director of Educational Services

Clerk Typist Training Program at Prudential Insurance Company of America
Newark Private Industry Council, Inc.
32 Green Street, Room 213
Newark, New Jersey 07102 201/624-7990
Contact: Josephine B. Janifer, Director

# COMMUNITY BASED PROGRAMS

Refugee Link Program
525 N. Seventh Street
Tempe, Arizona 85006 602/257-2900
Contact: Nancy Meyers, Coordinator

Language Learning Centers
7400 E. Imperial Highway
Downey, California 90242-3375 213/922-7801
Contact: Connie Phillips, Literacy Project Coordinator

Push Literacy Action Now (PLAN, Inc.)
2311 18th Street, NW
Washington, DC 20009 202/387-7775
Contact: Michael Fox, Executive Director

Alternate Schools Network
1105 W. Lawrence #210
Chicago, Illinois 60640 312/728-4030
Contact: Jack Wuest, Director

Literacy Volunteers of Chicago
207 S Wabash Avenue, Eighth Floor
Chicago, Illinois 60604 312/663-0543
Contact: George Hagenauer, Director

Lafayette Adult Reading Academy
Lafayette School Corporation
604 N. Seventh Street
Lafayette, Indiana 47901 317/742-1595 or 742/0075
Contact: JoAnn Vorst, Director

Directions in Adult Learning
Education Center, Building 1728
Hanscom Air Force Base, Massachusetts 01731 617/861-2026
Contact: Pamela Cornell Buchek, Director

Bank Street Basic Skills Academy
610 West 112th Street
New York, New York 10025 212/663-7200, ext. 427
Contact: Virginia Kwarta, Acting Director

Literacy Volunteers of New York City, Inc.
200 West 70th Street
New York, New York 10023 212/873-4462
Contact: Karen Griswold, Associate Director

Luthern Settlement House Women's Program
10 East Oxford Avenue
Philadelphia, Pennsylvania 19125 215/426-8610
Contact: Katherine Reilly, Director

## CORRECTIONS PROGRAMS

Nebraska Center for Women, Adult Basic Education
Route 1, Box 33
York, Nebraska 68467 402/362-3317
Contact: Janice Axdahl, Education/Vocation Coordinator

Literacy Volunteers
Sing Sing Correctional Facility
354 Hunter Street
Ossining, New York 10562 914/941-0108, 365
Contact: Christine Mattia, Supervisor of Volunteer Tutors

Correctional Education Program
State Correctional Institution at Camp Hill
Box 200
Camp Hill, Pennsylvania 17011 717/737-4531
Contacts: Calvin W. Williams, Director of Education
Lamont Harris, President of Literacy Council

Coolidge High School
South Dakota State Penitentiary
1600 North Drive, Box 911
Sioux Falls, South Dakota 57117-0911 603/339-6769
Contact: Lloyd E. Stivers, Principal

## MILITARY PROGRAMS

Academic Remedial Training (ART)
Recruit Training Command ART Code 2441
San Diego, California 92133 619/225-3436
Contact: MRCS(SW) D. W. Richie

Job-Oriented Basic Skills (JOBS) School
Service School Command (3330)
San Diego, California 92133 619/225-4544/4545/4554
Contact: Master Chief Petty Officer R.L. Ferris, Director

Basic Skills Education Program
Army Education Division
Building 2-1127
Fort Bragg, North Carolina 28307 919/396-6982
Contact: Rebecca C. Wilson, Supervisory Education Specialist

The Navy Functional Skills Program
Philadelphia Naval Base
Philadelphia, Pennsylvania
Contact: Virginia Gibbons
Site Coordinator/Teacher and Director

American Preparatory Institute
Central Texas College
P.O. Box 786
Killeen, Texas 76541 817/526-1312
Contact: Suzzette S. Chapman, Dean of Academic Programs

# POSTSECONDARY PROGRAMS

Continuing Education Centers
San Diego Community College
5350 University Avenue
San Diego, California 92105 618/230-2144
Contact: Autumn Keltner, ABE/ESL Coordinator

Adult Guided Studies (ABE)
Southeast Community College
8800 O Street
Lincoln, Nebraska 68520 402/471-3333, ext. 263
Contact: Curtis D. Sederburg, Coordinator
Adult Academic Studies Division

Caldwell Community College and Technical Institute
P.O. Box 600
Lenoir, North Carolina 28645 704/728-4323
Contact: Martha E. Hollar, ABE Director

Volunteer Tutoring Program
Portland Community College
12000 S.W. 49th Avenue
Portland, Oregon 97219 503/244-6111
Contact: Susan Bach, Coordinator of Educational Service

Developmental Education
Edmonds Community College
20000 68th Avenue West
Lynnwood, Washington 98306 206/771-1522
Contact: Greg Golden, Director of Learning Resources

# APPENDIX 4:
# TECHNICAL APPENDIX

# APPENDIX 4

# TECHNICAL APPENDIX

## CHI-SQUARE ANALYSES OF CATEGORICAL VARIABLES

and

## RESULTS OF ANALYSES OF CONTINUOUS VARIABLES

on

## NATIONAL PROGRAM SURVEYS

## Appendix 4

# CHI-SQUARE ANALYSIS OF CATEGORICAL VARIABLES FROM NATIONAL ADULT LITERACY PROJECT SURVEY

| Comparison | Chi-Square Value | Sample Size[1] | Degrees of Freedom | p-Value | Strength of Association[2] |
|---|---|---|---|---|---|
| Basic Skills by Sector | 19.25 | 212 | 5 | .002 | .30 |
| GED by Sector | 26.33 | 212 | 5 | .0001 | .35 |
| Local Funding by Sector | 13.99 | 212 | 5 | .02 | .26 |
| State Funding by Sector | 41.47 | 212 | 5 | .0001 | .44 |
| Federal Funding by Sector | 59.97 | 212 | 5 | .0001 | .53 |
| Private Funding by Sector | 46.88 | 212 | 5 | .0001 | .47 |
| Other Funding by Sector | 19.35 | 212 | 5 | .002 | .30 |
| Age of Students by Sector | 65.83 | 192 | 15 | .0001 | .34 |
| Reading Level 0-3 by Sector | 18.56 | 209 | 5 | .002 | .30 |
| Days in Operation by Sector | 35.76 | 176 | 8 | .0001 | .32 |
| Geographic Location by 0-3 Reading Level | 22.35 | 205 | 6 | .001 | .33 |
| Basic Skills by 0-3 Reading Level | 6.47 | 206 | 1 | .01 | .19 |
| GED by 0-3 Reading Level | 52.50 | 206 | 1 | .00001 | .52 |
| Alternative High School by 0-3 Reading Level | 8.94 | 206 | 1 | .003 | .22 |

Appendix 4 (continued)

| Comparison | Chi-Square Value | Sample Size[1] | Degrees of Freedom | p-Value | Strength of Association[2] |
|---|---|---|---|---|---|
| Vocational Program by 0-3 Reading Level | 7.34 | 206 | 1 | .007 | .20 |
| Job Training by 0-3 Reading Level | 10.62 | 206 | 1 | .001 | .24 |
| Sector by Reading Level | 19.34 | 205 | 5 | .002 | .31 |
| Federal Funds by 0-3 Reading Level | 20.62 | 206 | 1 | .00001 | .33 |
| Private Funds by 0-3 Reading Level | 13.74 | 206 | 1 | .002 | .27 |
| Age of Students by 0-3 Reading Level | 18.19 | 187 | 3 | .0004 | .31 |
| Teacher Training by 0-3 Reading Level | 6.84 | 196 | 2 | .03 | .19 |
| Days/Week by 0-3 Reading Level | 14.99 | 171 | 2 | .0006 | .30 |
| Sector by Reading Level 4-7 | 11.87 | 205 | 5 | .037 | .24 |
| Basic Skills by Reading Level 4-7 | 9.05 | 206 | 1 | .003 | .22 |
| GED by Reading Level 4-7 | 28.55 | 206 | 1 | .0001 | .38 |
| Federal Funds by Reading Level 4-7 | 12.13 | 206 | 1 | .0005 | .25 |
| Age of Student by Reading Level 4-7 | 21.38 | 187 | 3 | .0001 | .34 |

## Appendix 4 (continued)

| Comparison | Chi-Square Value | Sample Size[1] | Degrees of Freedom | p-Value | Strength of Association[2] |
|---|---|---|---|---|---|
| Reading Level 4-7 by Drop-Out Rates | 4.77 | 173 | 1 | .029 | .18 |
| Days/Weeks by Drop-Out Rate | 9.47 | 147 | 2 | .009 | .25 |
| Reading Level 0-3 by Percentage Female | 7.72 | 185 | 1 | .005 | .22 |

1. Sample sizes vary from the total of 213 because of missing data.

2. Depending on the dimensions of the contingency tables, either phi or Cramer's V was obtained as a measure of the strength of the relationship.

## Appendix 4

## RESULTS OF ANALYSES OF CONTINUOUS VARIABLES FROM NATIONAL ADULT LITERACY PROJECT SURVEY

| Comparison | Test Statistic[1] | Sample Size | Degrees of Freedom | p-Value | Strength of Association[2] |
|---|---|---|---|---|---|
| Percentage Males by Sector | ANOVA F=21.01 | 191 | 5,185 | .00001 | .36 |
| Days/Week by Number Funding Sources | ANOVA F=3.69 | 176 | 4,171 | .007 | .08 |
| Hours/Day by Number Funding Sources | ANOVA F=5.53 | 163 | 4,158 | .0003 | .12 |
| Hours/Day by Reading Level 0-3 | t=3.28 | 171 | 169 | .002 | --- |
| Percentage Females by Reading Level 0-3 | t=2.48 | 181 | 179 | .015 | --- |
| Percentage Females by Reading Level 4-7 | t=2.43 | 181 | 179 | .017 | --- |
| Reading Level 4-7 by Drop-Out Rate | t=2.03 | 173 | 171 | .043 | --- |
| Days/Week by Drop-Out Rate | ANOVA F=3.49 | 147 | 2,144 | .033 | .05 |
| Months/Year by Percentage Female | Regression F=14.26 | 179 | 1,177 | .01 | .07 |
| Months/Year by Percentage Female | t=2.52 | 179 | 177 | .015 | --- |

Appendix 4 (continued)

| Comparison | Test Statistic[1] | Sample Size | Degrees of Freedom | p-Value | Strength of Association[2] |
|---|---|---|---|---|---|
| Age of Students by Percentage Female | ANOVA F=3.66 | 177 | 3,173 | .014 | .06 |

1. Analysis of variance, regression, or t-tests were computed depending on whether the dependent variable was discrete, continuous, or dichotomous.

2. R2 was computed for regression analyses, eta$^2$ for analysis of variance.

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